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# THE HIGHROADS MANUAL



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GRADE ONE

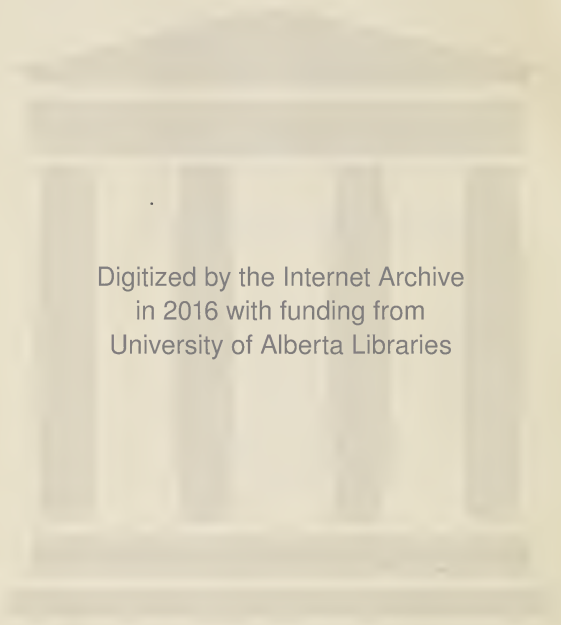
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# THE HIGHROADS MANUAL

GRADE ONE

BY

GRACE BOLLERT

*Provincial Normal School, Vancouver*



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THE RYERSON PRESS

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## INTRODUCTION

The statements regarding aims and methods, as set forth in this *Manual*, are in close agreement with those usually endorsed by recognized authorities on this continent. Yet it is obvious that it would be impossible for a teacher in a rural school, with many grades, to follow all the suggestions, and it would be unnecessary for specially-favored or highly-gifted children to observe some of the restrictions.

There will be found, in every community, children who, in a comparatively short period, acquire the art of reading. Without minute directions of teachers from day to day, they learn to read easily and intelligently such books as attract them. It is conceivable that, were conditions in home and community ideal, there might be many more children in this group. It might be usual for a child of seven years to be quite at home, not only with the *Primer* and *Book One*, but with books generally that are suited to his age and comprehension. He might never have had drill on a limited number of specially-chosen words, exercises with flash cards, or systematic instruction in phonetics (or phonics); but his own ambition, and the driving power of the subject matter presented to him, the friendly and opportune co-operation of those about him might have assisted him toward the self-mastery of problems that are common to all beginners.

So, too, in rural schools where there are many grades, the teacher may proceed by a more direct route than that followed in a closely-graded city school. She will have neither time nor materials to follow all the instructions of the *Manual*. It must often serve as a helpful suggestion rather than as a y guide.

Attention may be called here to special features included in this *Manual*. It is taken for granted that the teacher has received professional training, therefore pedagogical theory is not stressed. Every effort has been made to test the most

recent theories in regard to Grade I practice. Those which stood up under the test of actual teaching experience, in different types of schools, both rural and urban, have been adopted. Instead of stating these theories, however, the author of this *Manual* has considered it wiser to incorporate them in practical classroom procedures for the *Pre-Primer*, *Primer*, and *Book One* courses, and make them readily available for the busy teacher's needs.

In place of the usual word lists, reprinted from the *Primer* and *Book One*, three useful chapters have been added at the end of this *Manual*. They deal with special problems common to many Grade I teachers, and should be carefully considered. Chapter XXVI, "Procedures with Non-English Beginners," offers solutions to a problem which must long affect our young and growing nation. Chapter XXVII, on "Individual Instruction," illustrates the major premise upon which this entire series of Readers has been built, namely, that education is not a system into which we as teachers are caught up and trapped, but rather that it is a way of life, and demands of us that, both in theory and in practice, we must be independent, tolerant, sympathetic and experimental. All progress in education has moved along these lines. The closing chapter on "Good Speech" sounds a note which has been carried forward through all the Grades. A fresh insistence upon a competent command of the native tongue is not optional. This fundamental skill is the very tap-root of all educational development in both child and adult.

LORNE PIERCE,  
*Editor-in-Chief*

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# MANUAL FOR GRADE I

## CHAPTER I

### ESSENTIAL OBJECTIVES IN READING INSTRUCTION

I. *Three major objectives in reading instruction are:*

1. To secure rich and varied experiences through reading.
2. To develop strong motives for, and permanent interests in reading.
3. To establish desirable attitudes and economical and effective habits and skill.<sup>1</sup>

II. *The specific objectives in the teaching of primary reading are:*

1. To stimulate in the child a genuine interest in reading, and a desire to read independently.
2. To introduce pupils to reading as a thought-getting process, and to develop thoughtful reading attitudes.
3. To acquire new experiences through reading, and a desire to share these experiences.
4. To develop understanding and appreciation of what is read and ability to reproduce.
5. To recognize words quickly and accurately and to gain independence in word recognition.
6. To secure a gradually lengthening span of recognition, with regular and rhythmical eye movement along the line and with an accurate return sweep of the eye.
7. To develop ability to interpret meaning to others when reading orally.
8. To secure a pleasant voice with correct pronunciation and enunciation.
9. To make progress in good habits of thoughtful silent reading and to eliminate lip movement.
10. To create a respect for books that will lead to careful handling.

1. *Report of the National Committee on Reading—Twenty-fourth Yearbook of the Society for the Study of Education.* Part I, page 9.

## CHAPTER II

### GENERAL NATURE OF THE COURSE

Every Reader of this basal course has been planned with the foregoing aims in view. The material in the Primer and First Reader has been arranged under topics, which will provide interesting educational activities within the intellectual grasp of the primary child. The development of these topics embraces, in a natural way, all necessary activities in a well organized primary classroom. It recognizes that reading should not be restricted, as in many of our traditional methods, to the reading period, but that it has an important place in the carrying on of most of our school activities, and in the enrichment of the experiences of the child's life. It recognizes also, that good reading habits are best developed in the classroom activities in which they normally occur.

#### I. FIRST YEAR TOPICS

During the first half year the activities are developed under the following topics:

1. *Toys*: natural experiences of children with toys and pets.
2. *At Home*: natural experiences of children at home.
3. *Play Time*: familiar activities of children at play.
4. *Story Time*: The Three Bear Story, that classic beloved by every child, and also a humorous story about the dog.
5. *Birthday Party*: interesting events at the party as well as some simple social experiences.
6. *At School*: interesting school activities, and also a Saturday morning trip to the city. This latter experience introduces the child, in a very simple way, to the outside world. The last story completes the book by giving the child a little adventure into a quite different realm—the land of make believe.



During the second half year the general topics are:

1. *Pets and Play*: familiar experiences of children and pets at play.
2. *Winter Fun*: winter activities, events and stories.
3. *Birds*: nature stories and interesting experiences.
4. *Fun on the Farm*: animals and activities.
5. *Circus Days*: animals, fun and humor.
6. *The Work Our Fathers Do*: factual information on common occupations.
7. *How We Keep Well*: some health rules.
8. *Our Animal Friends*: interesting and humorous stories.
9. *Happy Day Stories*: stories for special holidays.

Thus, for three or four weeks, a series of connected activities are grouped under one topic, and linguistic, dramatic, artistic, exploratory, and constructive activities are undertaken in the development of this general topic. This grouping of activities under one theme makes possible a cumulative interest not to be aroused under other conditions. The specific activities that group themselves under these topics will be discussed in the daily lesson plans.

## II. STATEMENT OF METHOD

Scientific investigations into the different methods of teaching reading have shown, that an adequate system of reading must include desirable features found in each of the several traditional systems. The procedure suggested in this primer has been based, therefore, upon a *composite method* containing the best features of the word, phrase, sentence, story and picture methods, with the introduction also of phonetics. This method ensures definite training in comprehension and word recognition, and these in close relation with one another. It begins with sentences or short stories, which are presented to the child in meaningful situations. The first short stories or sentences are studied, and by the process of analysis the recognition of phrases

and words is developed. Thus, in the first few weeks, even in the first week, the child is introduced to all types of reading matter—words, phrases, sentences and stories, and, if it is desired, some phonetics.

### III. MATERIAL PROVIDED FOR THE COURSE

The following materials are provided for the first half-year course:

1. The Primer—*Jerry and Jane*.
2. The Primer Work Book—*Work and Play* (Optional).
3. A set of *Introductory Charts*.
4. Sentence, phrase and word cards.

For the second half-year the only materials required are the *Reader* and *Work and Play* based on it.

### IV. THE READING BOOKS

The content of the *Reader* has been selected and written with regard to recent studies of children's interests, and of standards of literature to suit the development of the First Grade children. Careful gradation with regard to comprehension and vocabulary has been secured. The vocabulary burden is very light, averaging only 2-24 words to a page. Thus the child is not overwhelmed by the difficulty of the too rapid learning of new words, and, on the other hand, his interest is not lowered by the introduction of too few words. A correct balance has been consistently maintained.

### V. THE WORK BOOKS

Every primary teacher knows, that no matter how excellent may be the reader, a large amount of supplementary material is required in order to teach the child how to read. In the past, the first-grade teacher has made this material with much labour, by means of blackboard, mimeographed or chart exercises, and by a variety of seatwork devices. The *Work and Play*

books are designed to provide, in an interesting and practical way, this supplementary material and the activities that are so necessary in teaching the small child to read. *Work and Play* is intended for use by every child. When a set of exercises is done in the *Work Book* the child is ready to read the corresponding assignment in the *Reader*. The *Work Book* introduces the new vocabulary, gives the necessary drill, develops the skill and provides the information for a successful reading of the reading selection and also, in many exercises for the testing of the child's comprehension of the preceding lesson. The different types of exercises, and the numerous illustrations, make *Work and Play* valuable as sources of instruction and pleasure.

While the *Work Books* are recommended wherever it is possible to procure them, *this course is not dependent upon their use*. It is assumed, however, that each teacher will have *one desk copy* for reference.

#### VI. INTRODUCTORY CHARTS

A series of *Introductory Charts* is provided for use in the pre-primer stage. These charts, which can readily be seen by a large group or by the whole class, introduce the child to the reading situation under less complicated conditions than if his approach were through the book. If these charts are not available, similar illustrated material may be made by the teacher on large sheets of paper. Full instructions for the use of these will be found in the "Daily Lesson Plans."

#### VII. THE SENTENCE CARDS

The sentence, phrase and word cards are for use in connection with the *Introductory Charts*. The children will begin to notice characteristic appearances while matching sentences or phrases on the cards with those on the chart. Suggestions for the use of the cards will be found in the "Daily Lesson Plans."

## CHAPTER III

### METHODS OF DEVELOPING RECOGNITION OF WORDS

#### I. POSSIBLE WAYS OF DEVELOPING NEW WORDS

Effective habits of word recognition may be developed by training the child:

1. To use clues from meanings in the context, or from illustrations.
2. To look at the general form, or "profile" of the word.
3. To look for some familiar word or part in a word, as *and* in *hand*, *play* in *playhouse*, and so on.
4. To use some phonetic method for sounding the new word.
5. To combine steps 1 and 4.

For many years it has been thought that independence and accuracy in word recognition could be achieved only through phonetic training; however, phonetic training alone is not sufficient. All these other devices are necessary for the building up of correct habits of word recognition.

#### II. THE METHOD USED IN THE GRADE I READERS

The exercises in the *Work Books*, and the suggested exercises in the *Manual*, are designed to give the child training in all methods of word recognition.

The *intrinsic method*<sup>1</sup> as advocated by Professor Gates, in *The Improvement of Reading*, Chapter VII, has been used. The words are so arranged, in many of the exercises, as to give emphasis to their common elements and distinctive characters, and to require very accurate perception of the word-forms in order to solve the exercise correctly. For example, in the *Work Book* may be found:

1. Words alike in some visual detail, page 76.
2. Words alike in length, page 27.
3. Words alike in general configuration, page 12.
4. Words alike in phonetic elements, page 60.

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<sup>1</sup>The term "intrinsic method" is applied to the method that makes the instruction for word mastery as far as possible an intrinsic phase of comprehension activities.

### III. THE VALUE OF PHONETICS

There have not been sufficient experiments to determine, on any scientific basis, the exact value of phonetics in learning to read. All authorities, however, seem agreed upon the following points:

1. That an excessive amount of phonetic training has been given in the past.

2. That an over emphasis on phonetics results in many reading difficulties, pupils in many cases becoming word conscious at the expense of fluency and of interest in meaning.

3. *That some phonetics wisely taught is necessary to develop effective habits of word recognition.*

4. "That phonetic training is needed for ~~foreign~~ children not only to develop a method of attacking new words, but also to sharpen auditory perception and to develop speech co-ordination<sup>1</sup>."

5. If phonetics are taught, "the teacher should teach first those word elements which enter most frequently into the make-up of the words which the child must know in order to read well<sup>2</sup>."

### IV. PHONETICS FOR THE GRADE I READERS

A moderate amount of phonetic training is advocated, and suggestions for this training are included in the daily lesson plans. The work outlined has been based upon recent studies.<sup>3</sup> All work is based upon word difficulties which the child encounters in the reading period. When several words with a common phonogram have been used, these words are gathered together and the common phonogram is made apparent to the pupils.<sup>4</sup> If this course is followed, phonics should help the child to become independent in his reading without becoming word conscious, so that he may use his phonics

<sup>1</sup>*Eighteenth Yearbook of the National Society for the Study of Education.*

<sup>2</sup>*The Relative Value of Letter Sounds and Consonants.* By W. J. Osburn.

<sup>3</sup>Cordts. *An Analysis and Classification of the Sounds of English Words in a Primary Reading Vocabulary.*

<sup>4</sup>Gates. *New Method in Primary Reading.*



unconsciously in order to help him complete the thought of the story.

### 1. *When to Teach Phonetics*

*Phonetic training should not be given until the child has established firmly the habit of looking upon reading as thought-getting.* Many believe he should have acquired a sight vocabulary of 50 to 60 words, and have begun to notice the similarities and differences in words. Formal work in phonetics should, in most cases, be preceded by early exercises in ear-training and voice-training. These exercises should begin early in the pre-primer stage so that the child's ear may be trained to recognize easily similarities between words.

### 2. *Suggested Ear-Training Exercises*

1. The pupils cover their eyes, and the teacher taps three or four objects in the room. By means of the differences in the sounds the pupils try to guess which objects were tapped.

2. Teacher and pupils recite rhymes emphasizing a certain sound, for example, "Sing a song of six pence," or "Whee whee whee, whoa whoa whoa, see my little pony go."

3. The children hear words that sound alike in *Mother Goose* and other rhymes.

TEACHER: "Jack and Jill went up the hill."

PUPILS: "Jill and hill."

4. The children suggest words that rhyme. Take words from primer, as *boy* and *toy*.

5. The children listen for the initial sounds of names of things in the room, in the house, on the farm.

TEACHER: "I am thinking of something on the farm whose name begins like cow."

PUPIL: "Is it cat?"

6. Who is it?

Children guess who it is by hearing another child's voice. Children may form a circle with one child blindfolded in the centre. The children march around until told by the child in the centre to stop. The blindfolded child then points to some child and asks, "Who is it?" The child may answer, that he is a particular animal, person or thing, as, "I am a train. I say

choo, choo, choo." The other child must guess who he is from the sound of his voice.

The game may be varied by one child going out of the room and another knocking at the door, or two children talking over a toy telephone, the one child not being allowed to see who is at the other end.

This informal work in ear-training prepares the way for the first step in the more technical work in phonics.

### *3. Three Important Steps in the Teaching of Phonetics*

"It is generally conceded that there are three important steps in the teaching of phonics.

*Step I.* The child is led to hear sounds in words and to recognize oral similarities between words. He is able to infer a word that is coming from the general drift of the meaning and the first sound of the coming word.

*Step II.* He is taught to see similarities and differences in word **profiles**.

*Step III.* He is taught to analyze words to the degree that he is able to make new words unaided."<sup>1</sup>

These steps may be applied in the teaching of a phonogram:

#### *Step I.*

TEACHER: "Listen for words that have the same sound.

"The teakettle sits on the stove s-s

And sings a gay little song s-s

s-s-s-s, s-s-s-s-, s-s,"

PUPILS: "sit sings.  
stove song."

#### *Step II.*

"We have been reading in some of our games, words that tell us to do something, like stand. Can you think of another word that begins with the sound s that tells you to do something?"

The teacher writes or prints on the board the words they suggest. These words should be sight words from their reading lessons.

PUPILS: "sit stand  
stop sing."

Children underline with coloured chalk the same letter in each word.

<sup>1</sup> *The Classroom Teacher*, volume II, page 395.

*Step III.*

Children suggest other words that they have had containing the sound, as:

says      supper      sleep      sits      snow      store

As children learn more sounds they build up new words.

Suggestions for further phonetic training will be found in the daily lesson.

*4. Practice Material in Phonetics for the Between Recitation Period*

1. Make a phonetic booklet. After each consonant is taught let the child cut out, from a magazine, pictures beginning with the consonant. The consonant should be printed at the top of the page and the pictures pasted below.

2. Give the child a card having some pictures whose names begin with the same sound. A number of words beginning with this sound are in an envelope fastened on the back. The child must match the word with the picture.

3. On small cards in an envelope have pairs of words that rhyme as boy—toy, play—day. Have children match the pairs. Encourage the children to make up rhymes with the words.

4. Let the children look at a picture, or go on an imaginary trip, and draw pictures of all the things beginning with a certain consonant that they see, as school, store, street.

5. Hectograph copies, similar to the exercise on page 60 of the *Work Book*. If these exercises are made on 9" x 12" tag board, the child can lay small cards over the words that are not right, and so the device can be used many times by different children.

6. Use the dictionary cards suggested on page 263 for phonic games. All the cards with pictures of objects beginning with a certain consonant may be picked out; all containing a certain phonogram, as *barn, farm, farmer*; all ending with a certain consonant, as *bed, red, head*; and all that rhyme.

7. Give the children short stories with words omitted that contain the same phonogram, or begin with the same consonant. The missing words and two or three jokers (extra words) are on small cards, and the child puts the missing word in the proper place.



## CHAPTER IV

### INSTRUCTION THAT PREPARES FOR READING

#### I. READING READINESS

When shall a child learn to read? A chronological age of six years does not necessarily mean that the child is ready to read. A mental age of six on the other hand generally denotes a fitness for beginning reading. Our school system, however, is based upon the assumption that the child of six years is expected to learn how to read. It is, therefore, the task of the teacher to provide preliminary training in a natural way that will create in the child the readiness for reading.

#### II. PREREQUISITES TO READING

A scientific study of the needs of children shows, that six kinds of experiences and training are essential in order to secure rapid progress in learning to read. They have been described by the National Committee on Reading as follows:

1. *Wide experience*, provided in harmony with the interests of children, and preparing them to understand the stories and activities about which they will read.

2. *Reasonable facility in the use of ideas*; that is, ability to make use of past experience and information in conversation, in solving simple problems, and in thinking clearly about the content of what they read.

3. *Sufficient command of simple English sentences* to enable pupils to speak with ease and freedom. This in turn aids them in anticipating the meaning of passages and in reading fluently.

4. *A relatively wide speaking vocabulary* which enables them to recognize quickly the meaning of words and groups of words.

5. *Accuracy in enunciation and pronunciation*, which insures right habits in the first reading experiences and eliminates the need of corrective exercises later.

6. *A genuine desire to read*, which aids in the interpretation of passages and which supplies motives that carry pupils through many difficult periods.

NOTE: When these six powers are found in the pupil he will probably be able to teach himself to read without much assistance from anybody.

### 1. *Providing Wide Experiences*

The natural activities and the interesting experiences that the child encounters in the home or in the community will provide ample material for broadening his background.

The following are suggested as suitable topics for this purpose: gardening in the autumn and spring; the home; the toy shop; seasonal changes; occupations in the immediate environment of baking, lumbering, farming.

A second course of valuable material may be found in simple stories, poems and songs. There should be a definite story hour each day. The pupils should hear and talk about the story, not only to become acquainted with the happenings described, but to become familiar with the form of expression.

### 2. *Training in the Use of English*

The next four pre-requisites may be grouped under "Training in English." In the teaching of the foreign child the preliminary work in English is especially essential (see Chap. XXVI). The most effective training is accomplished by allowing the child to express his ideas freely and naturally. Conversational periods should provide abundant opportunities for pupils to talk frankly about matters in which they are interested.

The pupils should be given some definite topic or problem to discuss. They should be encouraged at first to use short units, one sentence if necessary. Later they should be assisted in presenting a longer series of ideas in good sequence. For example:

TEACHER: "Tell one place you went to this summer."

PUPIL: "I went to the beach."

TEACHER: "Tell one place you went to this summer and something you did there."

PUPIL: "I went to the beach.  
I played in the sand."

The alert teacher finds many occasions that suggest interesting topics for conversation: for example, on Friday, What to do on Saturday; on Monday morning, What one did on Sunday; the absence of children, health habits, etc. The teacher should avoid frequent criticism that may cause reticence on the part of the child. She should depend primarily upon the imitation of right models in correcting and refining the speech habits of pupils.

### 3. *Stimulating a Desire to Read*

The teacher should not attempt to force the child to read until he shows a desire to learn. "Keen interest in reading develops naturally from experiences which reveal to the pupils the fact that reading contributes to their pleasure and satisfaction." (*Twenty-fourth Yearbook.*)

This may be accomplished through:

Listening to interesting stories or poems read or told.

Looking at illustrations, trying to read the titles.

Looking at books and magazines.

Assisting in a library project.

Bringing books from home to show to others.

Making booklets.

Dramatizing stories and illustrating stories.

Trying to read signs, labels and names.

Observing interesting items on the bulletin board.

### 4. *Listening to Poetry*

The children should hear much poetry read aloud, and memorize poems that they especially like. Select the simpler and more rhythmical poems.

AUTHOR	TITLE	PUBLISHER
Edgar	<i>Treasury of Verse for Children</i>	Macmillan
Milne	<i>When We Were Very Young</i>	McClelland
Milne	<i>Now We are Six</i>	McClelland
Rossetti	<i>Sing-Song</i>	Macmillan
Stevenson	<i>A Child's Garden of Verses</i>	Scribner
Thompson	<i>Silver Pennies</i>	Macmillan
Barrows	<i>One Hundred Best Poems</i>	Whitman
Fyleman	<i>The Fairy Green; The Fairy Flute</i>	Methuen
Fyleman	<i>Fairies and Chimneys</i>	Methuen
Stevens	<i>Poetry for Primary Grades</i>	Gage

# CHAPTER V

## PRE-PRIMER COURSE

### I. REASONS FOR PRE-PRIMER COURSE

A pre-primer period, lasting from three to five weeks, is provided for the child in order:

1. To give preliminary training in the prerequisites to reading as suggested in the last chapter.
2. To train the child in the simple mechanics of reading—from left to right and the return sweep.
3. To introduce the child to reading that he may look upon print as a body of symbols standing for meaning.
4. To create a sentence sense, so that the child will look upon the sentence as a unit of expression.
5. To create a composition sense, so that the child will acquire the power to think ahead as well as to recall the story.
6. To lead gradually into the real reading problem of the primer.

### II. CHOICE OF PROGRAMMES

#### 1. *With Introductory Charts*

The first is based upon a series of reading cards or charts, that may be purchased from the publishers or reproduced by the teacher on manilla tag or on ordinary wrapping paper. The vocabulary used in the charts is that used in Part One of the *Primer*. When the child has read the fifteen charts he will have read nearly all the words on the first twelve pages of the *Primer*. The interesting pictures, and the form of presentation, will create a reading readiness, and will develop also the correct basal reading habits. This first programme, which will take from three to five weeks, according to the ability of the group, is recommended. The procedure suggested in the "Daily Lesson Plans" for the introduction of these prepared charts is so arranged that most of the advantages claimed by the advocates for the co-operative story charts are included.

## 2. *With Co-operative Stories*

The second programme consists of a series of co-operative stories, developed in oral discussion by the teacher and pupils and printed<sup>1</sup> on the board by the teacher. The teacher, of course, may use parts of both plans and, for very slow pupils, the whole of one plan and parts of another.

### III. READING ACTIVITIES<sup>2</sup>

1. *Opening Exercises:* The teacher may begin the day with the reading of an interesting story or poem, or with a pleasant conversation on a picture, or on some subject that will pave the way for the reading unit to follow.

2. *The reading of printed charts or story charts.*

3. *The singing of songs:* When a particular song is asked for, the teacher will show the children how to find it in the table of contents.

4. *Nursery Rhymes:* The children will recite any rhyme they know. The teacher will read others for them, and they may learn them by heart. The teacher will make large posters of pictures with the rhymes printed underneath. From time to time she will hang these around the room or on the bulletin board.

The rhymes may be presented in a variety of ways. Many lend themselves to finger plays. The child's thumb may be Little Miss Muffet; his left hand closed with the thumb up straight, the tuffet. The right hand fingers walk along the desk for the spider and then Miss Muffet and the tuffet are frightened away. Then again, the left hand, with thumb up straight, may be a candlestick for Jack to jump over, or children may march round the room saying, "Jack be nimble," etc., and jumping over imaginary candlesticks. "Little Jack Horner" and "Little Tommy Tinker" are good for dramatization, "Little Bo-Peep," for a pantomime. The rhymes may be read from library books, or from copies printed on the board or on large posters.

5. *Games:* A great deal of the drill work in reading should be done by games and group activities. A group of reading games may be found on pages 79-80.

<sup>1</sup>The direction to *print* will be used throughout the Manual, and while printing is recommended, script may be used if preferred.

<sup>2</sup>For detailed suggestions see page 69.



6. *Pictures*: Many interesting pictures should be hung in the room, with descriptive sentence or title printed beneath them. The teacher will encourage the children to try to read the titles, suggesting that they look at the pictures, to see what the title might be. The pictures should be changed frequently.

7. *Bulletin Board*: The pictures and announcements on the bulletin should be changed and read daily. See page 72.

8. *Blackboard*: Interesting stories and plans for projects or group activities may be printed on the board. See page 69.

9. *Library Table*: This should be a centre of great interest to all the children in urban schools. See page 259.

10. *Manual Arts*: Much of the drawing and of the construction work should be so arranged, that it will be closely related to the reading lesson, and also will make the child feel the need for reading in order to successfully function in the activity.

(a) Drawings made from printed directions.

(b) Illustrations made of stories read. This work, to have its fullest value, must be made for a definite purpose, as: making a booklet; making illustrations for classroom decorations; a movie; a puppet show; a large sandtable; a small individual sandtable; or a peep show.

(c) Directions for the construction of objects.

(d) List of objects for carrying out a project.

(e) Outline of plan for project.

(f) Record of project when completed.

11. *Story Hour*: The teacher will read many stories to the children. She will encourage them to bring their books from home to share with other children. The teacher will at first read the stories to the children. They, however, will be encouraged to read first the name on the book, then the title of the story and the title under the picture, and, later, part or all of the story.

12. *Incidental Reading*: All objects in the room should be labelled, and children should be encouraged to read all signs. Many directions, such as *Come to Class*, and many simple action words, as, *Go, Run, Sit, Stand*, should be printed on cards and used. See page 70.

IV. PRE-PRIMER ACTIVITIES FOR CLASSES USING THE  
INTRODUCTORY CHARTS

## SUGGESTED PROGRAMME FOR THE FIRST DAY

1. *Greeting:* The teacher should greet the pupils in a friendly manner as she might welcome any guest in her own home. She may suggest to the pupils that this is their own room, their school home.

2. *Informal Conversation:* When the children are assembled the teacher may tell them her name and may ask theirs. The informal conversation may be continued by asking about their brothers and sisters, where they live, how they came to school.

3. *Printing of Names:* The teacher may suggest to the pupil that his name stands for him, and that it would be nice for him to be able to read it. She may print her own name on the board in the sentence, *My name is Miss White* and read it several times for the children. "Should you like me to print your name?" The teacher will then print their names on the board, on a space where they may remain—the girls' names under the word *Girls*, and the boys' names under the word *Boys*. An explanation should be given to the children of why the names are being put in the different columns. Some children will readily recognize their own name. Every child should be allowed to find his own name. If the children find it difficult, they may be given a piece of colored chalk to match some color they are wearing, and may be allowed to draw a colored line under their name. The child will still have to distinguish his own name, for there will be a number of reds and blues and greens.

4. *Tour of the Room:* The children may now be shown the different things in the classroom, the cupboards where the supplies are kept, chalk, plasticine, scissors, magazines, colored paper, newspaper, drawing paper, the teacher explaining or suggesting the use to be made of them. A stop should be made at the sandtable, where the teacher may tell of a project the children made on it last year. At the library table there should be several attractive picture books, one of which the teacher should show, quickly telling a part of the story and promising to read it to them a little later. At the bulletin there should be an interesting picture—perhaps some children on their way to school—and the children should be told that they may expect to find interesting announcements here.

5. *Labelling Desks:* Children, on returning to their seats, may have a little trouble in finding their own desks, so the teacher may suggest, that if their names were on the desks they would not have any trouble. While the children are quietly resting the teacher may quickly print each child's name on slips 5" x 1" that have been prepared before.

My name is

First names can be printed in a very few minutes. The teacher will hold up each slip under each child's name on the board. If the child recognizes his name he will come and get his slip; if not, the teacher will call his name. These slips should be left at the top of each desk. The teacher may go round the group asking different children their names. They will now read from their slips, *My name is Mary*, etc.

6. *Introducing Chart 1:* The teacher may say: "Children, I am going to show you a big picture. I want you to tell me of what it is a picture." Pupil: "It is a boy." Encourage the children to talk about the boy, his clothes, age, etc. "The little boy says, 'I am a boy.' The words under the picture tell what he says. Can any one read these words?" The teacher places a yardstick under the sentence. This serves as a marker, helping the children to keep their eyes on the line. If any child can read he should be allowed; if not, the teacher will read: "I am a boy," sweeping her hand or pointer under the first line. She should move her hand at the rate at which she reads, for the movement of the hand will suggest the way the eye should move. Stopping, or pointing to each word, encourages word-by-word reading. Different children who are able, or who want to, should be allowed to read the sentence. "Now the little boy tells us his name just as we told one another our names a while ago. Can you guess what his name is?" Children will guess many names. The teacher will say: "The boy says, 'My name is *Jerry*.' Can any one read what this sentence says?" The teacher holds the yardstick under the next sentence. If any child can read the sentence he may do so. The teacher should read the sentence several times, sweeping her hand under the line. This action will have the additional value of suggesting the unity of the sentence. Now the teacher and pupils





**I am a boy.**

**My name is Jerry.**

1

### Lesson 1—Chart 1

will read the sentence in unison, and as the teacher moves her pointer the pupils will begin to see the words as they say them.

Any pupil who wishes should be allowed to read what the little boy says, and to run the pointer under the sentences. The pupils should be encouraged to try to distinguish between the two lines, the teacher asking such questions as: "Can anyone put the marker under the sentence that tells what the little boy's name is?" Whenever necessary the teacher should assist a child, so that each may experience the joy of achievement.

The teacher may now suggest that they pretend that this is a picture of some little boy in the class. The children will suggest some child who resembles the picture. With a broad

pen the teacher will quickly print the child's name on a card. She will show a pupil that it is his name, and will then hold it in front of Jerry, name. "Now you read, John, and pretend that this is your picture instead of Jerry's." John reads, "I am a boy. My name is John." The teacher may substitute the names of other children. This may be done by printing the sentence on the blackboard, and putting in the names of different children: "Now any child may pretend that he is Jerry, and read what Jerry says."

7. *Reading Games:* The teacher should have the sentence cards, or should have prepared herself beforehand two cards (24" x 3") with the sentences *I am a boy* and *My name is Jerry*. She may show the two cards to the children letting them see that they are similar to the two sentences under the picture. "Now I shall show you one card, and you may tell me what it says." She will hold up the cards exposing first one and then the other, the children reading them. She may expose both cards, and ask a child to find the one that tells what he is. She points to some boy who comes and runs his hand under the card that says *I am a boy*. A child may pretend that his name is Jerry, and come and read the card that tells his name. The teacher may draw a picture of a little boy on the board and have a child find the card that tells about the picture.

8. *A Singing Period:* The children may suggest some song that many of them know, or the teacher may introduce one that she is accustomed to use.

9. *Tour of School:* Before recess the children should be taken on a personally conducted tour of the school. This is an especially worthwhile activity in our large city schools where, in many cases, the child feels very strange in the big building. He should be made familiar with the whole school, the principal's office, the medical room, the library, the music room, the auditorium, the wash room, the fire escape, and the basement playroom. The teacher will suggest in a general way the use of each. *If the school is large, one or two rooms may be visited each day.*

10. *Tour of School Grounds:* In the majority of our school grounds different parts are allotted for different games. The girls generally play on one side and the boys on the other; the primary children too have their special spot. This should be explained to the children the first day, for the small child might be seriously injured by running across the boys' baseball field.

11. When the children return to their room, they should read the sentence at the top of their desk to make sure that they are in their right places. Several children may be asked to read theirs aloud.

The children may then have an informal conversation lesson talking freely on what they saw on the walk around the school. The teacher by questions may bring out the reasons for some of the school rules.

12. *The Reading Table and Story Period:* The teacher may say that she is going to write several names on the board, and that the children whose names are written may go to the reading table, and look through the books to see if there are any familiar pictures and stories that they would like her to read. As the children bring the books up to the teacher, she should let them tell the class about any story that they recognize from the picture. After they have done this, the pupils should take their places, and the teacher may spend some time reading and discussing the story or stories with them. At first this should be a daily event.

Picture books should predominate on the book table at this time. *Mother Goose* and all her family; *The Little Red Hen*; *Peter Rabbit*; *Chicken Little*; *The Three Pigs*; *The Three Little Kittens*; *A Book of Pets*; *A Book of Farm Animals*; and many other old favorites of the children.

13. *Bookmaking:* During the story-hour, as the children will have become interested in books and their pictures, the teacher may suggest "the fun of trying to make a book of our own." "Shall we make a book about Jerry the little boy we read about this morning?" She may point again to the picture of the little boy, and let the children read the two sentences in unison while she runs the pointer under them. She may let the children suggest what they will need for a book, and may discuss with them how to draw a little boy, showing them the simplest way of beginning with a little stick man.

Some of the children may go to the board, and other children may try to draw with colored crayons on paper. Every attempt, however feeble, should meet with praise and enthusi-



asm from the teacher. She will give each of the children a 9" x 12" paper, with instructions to fold it through the middle, and on the inside to draw a picture of Jerry. She will give the children the two sentences which have been prepared beforehand on slips of paper 4" x  $\frac{1}{2}$ ".

*I am a boy.*

*My name is Jerry.*

Show the children how to look at the big chart, to see which sentence they are going to paste under the picture first. The teacher should quickly pass round the room, encouraging the children, seeing that they are pasting the right sentence first, and letting different children read the sentence. She should



*I am a girl.*

*My name is Jane.*

follow the same procedure for the next sentence, and then have several children read the two sentences. The children may now look through magazines to find a picture of a little boy to paste on the cover of their book. They should be encouraged to take their books home and to read them to their mothers.

14. *Dismissal*: As the children are being dismissed, the teacher may print on the blackboard, *Good-bye boys and girls*, and run her hand under the sentence as she says it.

The teacher will again read Chart 1 with the children, letting several children read as they run the pointer underneath. She will then show the children Chart 2. "Of what is this a picture?" "And what do you think is the little girl's name?" The children should guess. If no one guesses, she will print *Jane* on the board, telling the children that her name is Jane. She will hold the marker under the first sentence.

"Can anyone read what the girl says?" Encourage the children to read it themselves, referring to what the little boy said if they cannot read it. Read the next sentence in the same way. Let as many children as wish read the chart and run the pointer under the sentences as they read. The children should not be allowed to hesitate while reading these charts, but should be encouraged to keep the pointer moving right across.

The children may be asked to hold the stick under the sentence that tells what the girl's name is and several children may read. Girls may be asked to put the marker under the sentence that tells what they are. Different names may be substituted as for Chart 1. *Mechanical aids must be employed with caution. Wherever possible the teacher should provide a thought-compelling motive.*

*Reading Game.* The teacher should use the prepared sentence cards, or should herself prepare the two sentences on long strips as she did for Chart 1. Different children will then be asked to find and read the sentence that tells the girl's name. One child may find the sentence called for, and give it to another child to read. If a child does not recognize a sentence,



the teacher should assist him to match to the similar sentence on the chart, and then have him read the two sentences on the chart. She will show them the cards quickly, one after the other, and have different children run the pointer underneath and read.

*Seatwork Activity—Poster.* “In the reading lesson period we decided that Jane was such a pretty little girl we should like to have her picture hanging in our room for a long time. I wonder if you would care to make a poster like this to hang up in your room at home?” The teacher may then assist the children by showing them an easy way to draw a little girl.

The children may practise on the board, or on paper with colored crayons, or they may cut a picture of a little girl from a magazine. The picture should be drawn on white paper, and mounted on colored. The teacher will have printed beforehand the two sentences on strips 5" x  $\frac{3}{4}$ ". The children will read the sentences to the teacher before pasting them on their posters. They will be told to look at the big chart to see which sentence comes first.

### Lesson 3—Charts 1 and 2. Preface

The children will read the two charts in unison with the teacher, who will run the pointer under the words at the proper rate. She will then show the four sentence cards. The children will be asked to read them, and will be assisted in matching them to the large charts if they find any difficulty with these cards. The children may then build up in the holder two charts similar to Charts 1 and 2, and different children may be asked to find different cards. “Find the card that tells: What you are, What the boy’s name is,” etc.

*Reading Game.* The children may compete to see which one can find the card asked for first. Have a pupil read any one of the four sentences, and let the child who can find it run the pointer under it and read it to the class. Draw a picture of a boy and a girl on the board, and let the children put the cards that tell about the girl under her picture, and those that tell about the boy under his. Next show the children a card with only the word *boy* printed on it. See if the children can find it on the chart. Let a number of children find it on the

chart and in the sentences. Then treat the word *girl* in a similar way. Show them the cards quickly one after the other saying, "When I show a *girl* I want a girl to run up and read the big strip, 'I am a girl'." Do the same with the boys. When three or four children run up together, show the children that more than one are *boys* or *girls*. Use cards with *boys* and *girls* printed on them. "Can any child find the word *boys* in the room?" Children should match it with the words *boys* and *girls* above the column of names. Tell the children that when you want the boys to do something you will show the word *boys*, and when you want the girls you will show the word *girls*. Now show the card *boys* and give some directions as *Sit down, Run to the window*. Do the same with the word *girls*, giving directions for some other activity.

*Follow-up Activity.* Show the card *girls* and give the direction, "Go to the board and draw a picture of Jane and some other girls." Show the card *boys*. "Go to the board and draw a picture of Jerry and some other boys." The children may also go to their seats, and make some boys and girls with their plasticine. When the pictures are complete, one child may take the card *girls* and run around, stopping at all the pictures of girls. Another child may take the card that says *boys*, stopping at all the pictures of boys.

NOTE: The reading activities outlined on pages 15-16 should be carried out as far as possible. Some action words, as suggested on page 70, should be introduced.

## Lesson 4

*New Words:* cat, dog.

A conversational lesson on their pets, or pets they would like to have, should precede this lesson. The teacher should begin by setting a definite sentence problem. "Let us tell about our pets. What kind of pet have you at home?" "I have a dog. I have a rabbit." This helps the child to get a feeling for complete sentences. The teacher may print these sentences on the board. These early sentences will contain much repetition, but repetition that is natural. The teacher, by further questioning, may bring out first the name and then the color of the pet. Then one or two

children may be encouraged to make up a little story of all the things they have told about their pets. This will help to develop a composition sense in the young pupil. See pages 66-67.

Naturally, in a discussion of any pets, with small children, the cat and dog will have received most of the attention. Some of these stories may be printed on the board, and the words *dog* and *cat* emphasized, or pictures of a dog and cat with the name printed underneath may be put on the bulletin board. The children



I am a cat.

I am a dog.



will now be ready for Chart 3. This should be hung so that the pupils can see it easily. The teacher continues the conversation by asking: "Does our dog look like your dog, John?" "Is our cat like your cat, Mary?"

"Now the cat is going to tell us who it is, just as the boy told us." The teacher then holds the marker under the first sentence and has several children whisper it to her. If any child does not know the words, *I am*, he should be referred to Charts 1 and 2. A child will read the sentence orally. "Now the dog is going to tell us who it is." Several children will whisper this sentence to the teacher and then one will read it orally. The teacher should strive to have every sentence read clearly and distinctly so that all may hear. When a child is allowed to read a sentence orally, he should realize that he is telling something to the whole class and that all must hear. Much time can be wasted by the thoughtless re-reading of sentences by a number of children. When a child is reading the teacher should sweep the pointer underneath the sentence. Care should be taken to see that the eye sweeps back to the first of the line and always focuses on the first word. The teacher should always speak of sentences, not of lines, so that the child will develop the idea of reading in sentences. Thus the groundwork is laid for the development of the simple mechanics of reading. Finally, the teacher will ask the children to put the marker under the sentence that tells what the dog said or what the cat said.

*Reading Game.* The teacher may now introduce the two sentence cards:

*I am a dog.*

*I am a cat.*

After the children have matched these to the large chart, and can read them readily, the two strips,

*I am a boy.*

and

*I am a girl*

may be used in games. Several pictures of boys, girls, cats and dogs may be drawn on the board, or pictures cut from magazines. The teacher will show a sentence and a child will find the picture, or the teacher will point to a picture and the child will find the sentence. The teacher might introduce a toy dog and a toy cat. The children would then match the proper card to the toys. Charts 1, 2 and 3 should be shown and read.

*Seatwork Activities.* Show the card *boys* and tell the boys to practise drawing at the board a picture of *a cat* and *a dog*. Show the cards instead of saying these words. Show the card

girls and tell them to go to their seats and practise drawing a cat or a dog. The teacher may show the children a simple way of drawing a cat or dog—either stick animals or from circles. When the child has made a specially good picture he may have a special sheet of paper on which is printed: *I am a cat*, or, *I am a dog*. The child should draw on the paper whatever it says.

### Lesson 5

*New Words:* The, has.

The teacher will hang the chart up where it may be easily seen by all. She may point to the picture of the boy and ask, "Who is this?" The child replies, "It



The boy has a dog.

The girl has a cat.

is a boy." "What has the boy?" "The boy has a dog." The teacher holds the marker under the first sentence, suggesting, "This tells what the boy has. Who would like to read it?" Several children are allowed to read, the class reading in unison. The next sentence will be read in the same way. The teacher should run the pointer under the sentences as they are read. Then both sentences should be read by individual children a number of times and the teacher should indicate both the procedure of beginning at the left of each sentence and sweeping across and the return sweep. After the pupils have become familiar with the sentences, the teacher may indicate the phrases such as |The boy| has| a dog|. This she may do by pointing to the two words, and saying them somewhat as a unit, reading the two sentences in this way. Later the children may be asked to find these phrases. The phrase cards belonging to Chart 4 will be shown, and a similar chart built up on the easel.

*Reading Game.* Show the children the cards with the words *the boy, the girl, a dog, a cat*, printed on them, and see if they can recognize the words. If they have any difficulty, assist them to find the words on the big chart, and by reading the whole sentence find out what the words say. Do not point to the words when doing this, but run the pointer underneath, stopping when the desired word is reached. Show the word cards to the children a number of times till they recognize them readily. Lay the cards on the ledge, touch a girl, boy, or the picture of a dog or cat and let different children find the card with the corresponding word on it. Then let a pupil pick up a card, and another pupil touch the corresponding picture, or a girl or boy. Let a child hold up any one of the cards and show it to another child, who may hold it if he reads it correctly. Do this till all the cards are held by the pupils. Now get the cards back again by asking, "Bring me the card that tells what the girl has." The child with the word *cat* brings it and shows it to the class.

*Seatwork Activity.* The children may be shown a simple way to cut out a boy, girl, cat or dog, or they may look through

magazines for pictures. These should then be pasted on cards on the back of which the names have been printed. The children can then play a little game with these cards. The cards are put picture side down on the desk. The child says the word and then turns the card over to see if he is correct. If he is, he takes up the card; if wrong, he must turn the card over again.

### Lesson 6

*New Words:* plays, and, play.

The teacher may introduce this chart with an informal conversation lesson on play. "What games do you play?" She will encourage the children to tell about different games. During the conversation she may print some of the suggestions, as:

Jack plays ball.

Tom plays marble.

Mary plays house.

We play games.

After the sentences have been reread, she may have a child frame the word *play*. "Find it as often as you can. Read the sentence that tells what we all play. Frame the word plays." She should place Chart 5 in a prominent place, and encourage the children to talk freely about the picture, "What is the boy doing? What is the girl playing? etc."

The teacher will hold the liner under the first sentence, and let the children see if they can read it. She will have several children whisper it and will then have it read orally, and so on with the rest of the sentences. Then she will let the children read the whole chart over while she sweeps her hand or the pointer under the sentences, not too rapidly but at the rate of reading. One child may play the teacher, and run the pointer under the sentences while another child reads the sentence. After the children are familiar with the sentences, the teacher may indicate the phrases by running the pointer under the two words and reading somewhat as a unit. *The boy |and girl |play. The cat |and dog |play.* The children may then be asked to find these phrases. Pages 62-63.

*Reading Game.* The four sentence cards similar to Chart 5 may be shown to the children and read by them. The children



**The boy plays.**

**The girl plays.**

**The boy and girl play.**

**The dog and cat play.**

5

### **Lesson 6—Chart 5**

may place them in the order in which they appear on the chart. Then, as called for, they may be picked up and read to the class as: "Find the sentence that tells what the boy does." "Find the sentence that tells what the dog and cat do." The different sentences may be printed on the board, and the class may dramatize them as "The boys play." The child who reads this may have the boys play any game he chooses. "The cat plays"—the children with a little encouragement will think of many ways to imitate the way their cat or dog plays. The teacher will generally dismiss the class by using printed directions. The reading activities also, as outlined on pages 15 and 69, should be employed as far as possible.



*Seatwork Activity.* The children in the manual arts period may make a little six-page booklet, and out of it a reading book. The sentences on Charts 1, 2, 3, 4 and 5 should be hectographed and a copy given to each child. On the first page he will put his name. On the second page he will draw a crayon picture of Chart 1, pasting underneath the sentences, "I am a boy. My name is Jerry." For the other four charts the children will follow the same procedure, drawing the picture and pasting the sentences underneath. When the book is complete it should be used as a reading book. The children will be encouraged to take the books home and read them to their parents, the teacher enquiring next day whether the parents enjoyed the books. These first booklets made by the children should be treated with a great deal of respect by the teacher. An art period should be spent on the cover of the booklet, and the teacher should praise good drawings and encourage all their attempts.

### Lesson 7—Review of the Five Charts

All the charts introduced up to this time should be read. Different sentences on the charts may be called for as: "Find the sentence that tells what the girl has—What the boy and girl do."<sup>1</sup> Words and phrases on the charts should also be called for. The sentence cards may be read and placed in a chart holder or on the blackboard ledge. A child may then read any sentence from the charts, and another child may find the same sentence on a card. After reading the card the child may take it from the holder or ledge. This may be continued until all the cards are held by the children. Then a child may touch a picture on one of the charts. The child who holds the sentence card that tells about the picture will bring it up and read it to the whole class, afterward putting it back on the ledge.

The word and phrase cards may also be used to match with the sentences on the chart that contain the same word or phrase. The sentences and phrases may be printed on the board, and suggestions for games will be found on pages 79-80.

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<sup>1</sup>See pages 62-63.



*Seatwork Activity.* The children may be given a sentence to illustrate. The picture should be drawn on a paper 9" x 12", and the sentence pasted underneath. The following sentences, which differ from those on the charts but which contain the same vocabulary, may be used. *The boy and dog play. The girl and dog play. The cat plays. The dog plays. The boy and cat play. The girl and boy play.*

The best pictures may be tied together and put on the library table.

## Lesson 8

*New Words:* run, home.

Hang this chart in a prominent place. "Why do you think the boy and girl are running?" "Why do you sometimes run?" The pupils will suggest that they are having a race, that mother is calling, or that they are running home from school. The teacher may now ask, "Where do you think they are running to?" Pupils may say, "They are running to the house." Teacher, "Do you think it is their home? Perhaps the story will tell us. Shall we read it and see?" By this time the words *run* and *runs* should be known from the action word activities suggested on page 70. The teacher will put the marker under the first sentence, asking if any child can read it. She will assist, by suggesting that the sentence tells what the boy and the girl are doing, and will run her hand underneath while saying, "The boy and girl." She will have this sentence whispered and read orally several times, and will then put the marker under the next one, and proceed in the same way as for the first sentence.

"Now this next sentence tells us where the boy and girl are running to. Can you read it?" The teacher will put the marker under the sentence and at first will assist the children to read if they find it difficult. She will follow the same procedure for the next sentence. The chart should be read many times following the



The boy and girl run.  
The cat and dog run.  
The boy and girl run home.  
The cat and dog run home.

6

### Lesson 8—Chart 6

same method as was used with the other charts. (Page 62.) After the children are familiar with the sentences, they may be asked to find certain phrases and words.

*Reading Games.* The sentence cards may be used in a chart holder, or sentences may be printed on the board. A child will read a sentence, and will then touch the part of the picture it tells about. For example, when the sentence "The boy runs home," is read a child touches the boy and the house on the picture, and so on for the other sentences: *The girl runs home. The cat runs home. The dog runs home. The boy and the dog run home. The girl and the cat run home.*

A corner of the room, a doll's house or a box, may be labelled *home*, and the little toy dog and cat may be used for this game. The marker will be held under one of the sentences used in the last game, and the children asked to read and dramatize the sentence. For example, if the marker is under the sentence, *The dog runs home*, someone will make the little dog run to the place labelled home. The two sentences, *The boys run home* and *The girls run home*, may be added for the whole class to dramatize. The children may at first require a little assistance in reading the sentences, and in some cases it may be necessary

Which are right?



I am a boy.  
I am a dog.  
I am a girl.  
I am a cat.

first to have the sentences read orally. The sentences may be dramatized many times, and the game may be played in another period with different action words. See page 70.

*Seatwork Activity.* The children may cut from a magazine a picture of a home, and paste it on a sheet of drawing paper. They may draw with their crayons the green grass and the children and pets running to the house. The hectographed sentences of Chart 6 should be given them to paste underneath. They should be shown how to consult the big chart, to see which sentence should be pasted on the poster first. They may read and show their posters to one another. Some posters may also be put up in the room for all to see.

*New Words:* Which, are, right.

Chart 7 is placed where it can readily be seen by all, and the children talk about what is in the picture.

Then the teacher tells the children, that below the picture are four sentences, two of which tell what the picture is about and two of which do not. "When the sentences tell what the picture is about we say, 'Yes, that is right.' What shall we say if it does not tell what the picture is about? Would you like to read the sentences under this picture, and see which tell the same story as the picture, and which do not? The teacher puts the marker under the first sentence, and has it read silently, then orally. After each sentence is read, the children should be asked whether it is right, and whether or not it tells the same story as the picture. The chart should be read several times in this way, the children telling which sentences are right and which are not right. The question at the top of the chart, "Which are right?" should be explained to the children. They may be told that, whenever this question is asked, they must play the game of finding out which sentences are right or not right.

*Reading Game.* One child will hold the marker under a sentence and will ask some other child, "Is this right?" The

child will answer "Yes" or "No", and will tell why. For example, the child may hold the marker under the sentence *I am a dog*, and the other child will answer, "No, I am not a dog." Pictures may be drawn on the board, or cut from magazines, and two sentences printed underneath, one of which will be right and the other wrong. The children must pick out the correct one. For example, under a picture of a girl and a dog, such sentences as *The boy has a dog*, *The girl has a dog*, may be printed. Different children should be asked to read the sentences, and to pick out the one that tells the same thing that the picture tells.

*Seatwork Activity.* Pictures of a boy, girl, cat and dog may

Which are right?



A boy runs with a dog.  
A boy runs with a cat.  
A girl plays with a dog.  
A girl plays with a cat.



be drawn or cut out of magazines. The children may be given the following printed sentences, which they will cut apart and match to the pictures.

*I am a dog. I am a cat. I am a boy. I am a girl. The girl has a dog. The boy has a cat. The cat plays. The dog plays.*

The children should be encouraged to look at the large charts for any sentences they cannot read.

These sentences and pictures may be put into separate envelopes, and used again for seatwork. Other sentences may be added and later the sentences cut up into phrases.

## Lesson 10

*New Word:* with.

Chart 8 may be introduced by a co-operative blackboard story (see page 64) or may first be shown and then hung in a prominent place. Questions should be asked such as: "What is the boy doing?" "With whom is he running?" "What is the girl doing?" etc. It should be explained that this is another "Which are right?" game. The teacher will hold the marker under the first sentence and will ask: "What does this tell about the boy?" The children will try to read this silently and will ask for assistance with any word which they cannot read by themselves. As before, in order to see how many can read it, the teacher will let some whisper the sentence to her. Then a child who has not whispered it will read it orally. The teacher should see that the fact is brought out clearly that the first sentence is right because it tells the same thing as the picture. She will put the marker under the next sentence and proceed in the same way. The chart may be reread several times, the child being asked to find different sentences phrases and words. See page 62.

*Reading Game.* The vocabulary developed on the charts may be used to give commands or to make sentences for dramatization. A toy dog and cat may be used to carry out the directions, and other action words that may have been introduced (see page 70) may be used at this time. The name of the child you wish to do the action may be printed on the board after the sentence has been read silently.

Run with the dog. Mary.

Make the cat run. John.

Play with the dog. Marion.

Give the dog to a boy. Helen.

Run home with the dog. Tom.

Come with the cat. Alice.



Later a child may dramatize any sentence he wishes, and another child may find and put the marker under the sentence that tells what he did.

*Seatwork Activity.* Different sentences may be printed in each space on the board, or the sentence cards put on the black-board ledge. Each child should illustrate his sentence. The children should afterward be allowed to read one another's sentences. Their attention should be called to good drawings, and those that tell exactly what the sentence says.

### Lesson 11—Chart 9

*New Words:* says, come, Bow-wow! Mew! mew!

The teacher will hang the chart in a prominent place and will let the children look at the picture. "What do you think Jerry is saying to the dog?" They will suggest, "He is telling him to run, to sit up and beg," etc. "What do you sometimes tell your little dog to do? What does the dog say to you?" Print the words *Bow-wow* and *Mew! mew!* on the board, telling the children what each says. "Let us see if we can read and find out what Jerry says to the dog." The teacher will hold the marker under the first sentence, and will read the first two words for the children, *Jerry says*. The children should be able to finish the sentence, for the word *come* should by this time be very familiar, having been displayed many times, calling the children to class or to the board (page 71). The first sentence should be read several times. "What do you think the dog says to Jerry?" The teacher will place the marker under the next sentence, and will let any child whisper it who can. Several children should read what the dog says, running the pointer under the sentence. The same procedure should be followed with the next two sentences. Then the whole chart should be read several times, the teacher checking up carefully to see that the children are forming the correct habits. They will act as naturally in reading



Jerry says, "Come and play."  
The dog says, "Bow-wow!"  
Jane says, "Come and play."  
The cat says, "Mew! mew!"

9

### Lesson 11—Chart 9

as in speaking, if their attention is on the thought rather than on their manner of acting.

When the sentences are familiar to the children, some child may show the phrase *Jerry says* by running his hand under it, or by framing it with his two hands. Different children may put their hands around the word *says* and say it. They may find the other *says* on the chart and also what the cat and dog say.

*Reading Activities.* "I have a new game for you to play. This is how you play it. I shall print on the board sentences

that tell what Jerry and Jane say to do. Whatever they say you must do." The sentence, *Jerry says, "Come"* is printed on the board, and all the children do what it says. Later all the children will read but only one child will do the action. Another child may be the teacher, to see that the right action is carried out. "Jerry says, 'Run,' 'Sit,' 'Stand,' 'Run home,' 'Play with the dog.' Now let us do what Jane says." "Jane says 'Come,' 'Run with a girl,' 'Play with the cat.' " Any action words that the children may know should be used at this time. One child may hide in the corner, while another child does one of the actions. The child in the corner will then try to find the sentence that tells the action carried out. The children will love these games, and will want to play them over and over.

*Seatwork Activity.* The children make a two-page booklet, with a colored paper for the cover and a white piece inside. This may be made in the manual art period. They will find in the magazines a picture of a cat and a dog for the covers of their books. On the first page they may illustrate *Jerry says, "Come and play."* *The dog says, "Bow-wow!"* They should be given the two sentences cut into phrases to paste underneath. On the next page they will illustrate and paste the next two sentences, also cut into phrases, *Jane says, "Come and play."* *The cat says, "Mew! mew!"* The children should read from their books, and also take them home to read to their mothers.

## Lesson 12—Review Activities

As has been suggested, the teacher from time to time will make up little blackboard stories, using the vocabulary from the charts, but in different ways. The words which have been presented so far in connection with the chart lessons are:

I	Jerry	The	Which
am	boys	has	are
a	girl	play	right
boy	girls	and	says
my	Jane	run	come
name	dog	home	Bow-wow!
is	cat	with	Mew! mew!

The teacher should make use of this vocabulary in stories on the bulletin board or blackboard (page 72). For example, a picture of a dog may be shown, and a story told; then the following blackboard story developed:

This is Mary's dog.	Mary says "Run home."
The dog comes to school.	The dog runs home.
It comes with Mary.	

After the whole story has been read the children may be asked to find sentences and phrases. Page 62.

Some brightly-colored pictures may be put up on the board and in the holder. They are easily stuck on the board with a little paste or plasticine. A sentence should be printed under each picture, using the vocabulary developed with the charts. As the child tries to read the sentence silently the teacher should assist him with any words he does not know. If the word has been presented before, he should be referred to the sentence in which it has been used. If the word is new he should be trained to look at the picture or to get it from the context. The children may be encouraged to bring pictures that they have cut out at home. These may be put up on the bulletin board, or on some place in the room reserved for them, and a sentence printed on manilla tag put underneath. These sentence strips should be put in with the others after the picture is taken down, and can be used for playing reading games, as suggested on page 80. When they bring pictures, the children should be encouraged to suggest what sentence they would like printed underneath. By judicious questions and editing, the teacher can make the vocabulary used in these sentences conform fairly closely to that used in the charts, or at least in the first chapter of the Primer.

*Seatwork Activity.* The children will be given large sheets of paper 9" x 12", and told to draw with colored crayon any one of the pictures they wish. The teacher will explain that the best drawings will be used for display on the bulletin board, or the blackboard, with sentences underneath. She must be sure then, to use the pictures very soon for such a reading lesson. The children may make other large pictures, underneath each of which the teacher will print a sentence that they give her. These pictures can be tied together to make several books for the library table.

## Lesson 13—Chart 10

*New Words:* Colors, this is, red, blue, brown, black, white.

To introduce this chart, the children will have an informal conversation lesson on different colored objects. They may name all the red, blue, brown or black things in the room, or the teacher may show a brightly-colored picture, and have the children pick out all the red things in the picture, then all the blue, white and brown. Also, the teacher may draw a picture of

Colors	
This is red.	<input type="checkbox"/>
This is blue.	<input type="checkbox"/>
This is brown.	<input type="checkbox"/>
This is black.	<input type="checkbox"/>
This is white.	<input type="checkbox"/>

10

## Lesson 13—Chart 10

a man holding a number of balloons. She may tell one child to color one red, another blue, brown, green and white, using only colors that are on the chart. When she feels that the children know the colors, she may hang up Chart 10 for them to see. She may then ask, pointing to the first square, "What color is this?" Then she will hold the marker under the first sentence and ask again, "What color is this?" She should run her hand under the sentence, while a child reads, *This is red*. She will proceed in the same way till the five sentences are read. Then she will have the whole chart read, sweeping the pointer under each line. She may ask, "Show me the color that is red. Now show me the word that says red," and so on for the other colors. She will also have the children find the phrase, *This is*, a number of times, and will call their attention to the word *colors* at the top of the chart, telling them that the next time she wants them to color a picture she will print the word *color* on the board. She will then print the word on the board for the children to look at and say.

*Reading Game.* The teacher draws the balloon man on the board again, and, instead of telling the children what color to make the balloons, prints a color name in each. Then the children color the balloons, the other children watching to see that the right colors are used. About two dozen balloons have been previously prepared by the teacher, and placed round the room. She will explain to the children, that, when she prints a color name on the board, they are to run and find a balloon of that color, and are to bring it to the front and hold it beside the word. She then prints on the board *red* and the children run to find a red balloon. Of course, the one who has the most balloons wins. If the teacher finds that some of the children are not recognizing the color names, the chart should be read again. She may now print the word *red* on the board, and the children who have red balloons may run and hide them round the room. The children should hold the red balloons up, and say *red* before they hide them, so that the



teacher may be sure that they recognize the word, and also that the other children may have a chance to hear the word if they did not recognize it. The children will want to play this game many times.

*Seatwork Activity.* The children may be given five papers for cutting red, blue, brown, black and white, and told to cut out something that is red, as an apple, and something that is blue, and so on. These cut-outs may be pasted in a little booklet, and the children given the five color names to paste underneath. They will be advised again to look at the chart for any color name that they do not recognize. The children may draw some toy balloons and make them the colors on the chart.

### Lesson 14—Teaching Children to Follow Printed Directions.

The children reread the color chart. The teacher gives them cards on which the words *This is red*, *This is blue*, etc., are printed, and lets them place the cards on something of that color in the room. She prints on the board *Draw a dog*, and says, "This sentence tells you to draw something. I wonder if you can read what it tells you to draw." She holds the marker under the sentence, and has several children read. Then she asks them to show her, with their two hands, the word that says *Draw*. Several children frame the word. She asks, "Can some child draw what it says?" She then puts on the board *Draw a cat* and asks, "What does this sentence tell you to draw? Show me the word *Draw*." Then some child draws the picture. The same procedure is followed for *Draw a boy*. *Draw a girl*. *Draw Jerry*. *Draw Jane*.

Then under the first picture she prints *Color the dog brown*. The children see if they can read it. If they cannot the teacher reads it for them, and then has several children read it. She says, "Show me the word *color*. What color are you going to color the dog? Show me the word *brown*." The children

find *brown* on the color chart also. Then a child colors the dog brown. The teacher prints a color direction under each of the pictures and proceeds in the same way till all are colored. The different children read the directions under the pictures, finding the words *color* and *draw* many times. "Now, boys and girls, here is a little story that tells you to do two things. I wonder if you can read it, and do what it says." The teacher prints on the board:

Draw a dog.  
Color the dog brown.

She runs the pointer under the first sentence, then makes a quick right to left sweep and under the next line. She has the children read the sentence several times, and then go to the board and draw and color the dog. This should be done with four or five different groups of directions. The children from time to time pick out the word draw and color.

*Seatwork Activity.* Directions for drawing and coloring may now be printed on the board or on paper, and the children asked to follow them either with crayons on paper or at the blackboard. If they are printed on paper the children may have different directions and exchange with one another to see if they have done what is right.

### Lesson 15—Chart 11

*New Words:* likes, to.

The words may be introduced before the chart, by allowing the children to tell all the things they like to do. The teacher may print some of these sentences on the board using the children's names, as:

Mary likes to play.

Tom likes to read.

The word "likes" will be emphasized and found many times by the children.

Chart 11 should be developed in the same way as Charts 7 and 8, excepting that little time should be spent on the dis-

Which are right?



The dog is red.

The cat is blue.

The girl is green.

The boy is blue.

The dog likes to run.

The cat likes to play.

Jerry likes the dog.

Jane likes the cat.

11

### Lesson 15—Chart 11

cussion of the small picture. Let the child give his reasons for saying the sentence is right or wrong.

*Reading Game.* The children tell all the things they think Jane likes to do, as: Jane likes to play. Jane likes to run. Jane likes to draw. Jane likes to color. The teacher prints these on the board as the children say them, editing in order to use the words that the child will recognize. She substitutes the word *the cat* for *Jane*, and the class reads to see if the cat likes to do all the things that Jane likes. The teacher holds the marker underneath and lets the children read and say Yes or No. The teacher should laugh with the children at such sentences as *The cat likes to draw*. Things that Jerry likes

to do may be printed on the board, and then *the dog* substituted, and the right and wrong sentences picked out.

*Further Activity.* The teacher prints some of the things seen on pictures (charts), that the class likes.

I like Jane

I like Jerry.

I like the dog.

I like the home.

I like the cat.

One child holds the marker under one of the sentences, another runs and touches the picture to which the sentence refers, and a third reads it.

*Seatwork Activity.* The children may read to themselves the sentences on Chart 11, and then draw a picture of all those that are wrong. The children will get much amusement from drawing a red cat and a blue dog. The teacher may print the right sentence under the picture, the child telling her which sentence to print.

### Lesson 16—Chart 12

*New Words:* big, doll.

Before Chart 12 is shown, the children may be asked to tell about one big thing they have at home, and a blackboard story may be developed, as:

Jack has a big dog.

Jack has a big ball.

Tom has a big cart.

Helen has a big doll.

Mary has a big cat.

After the sentences have been read orally, the word *big* should be found as often as possible.

Chart 12 should now be shown. They should be allowed to talk freely about the doll, and to tell about their dolls. It should be explained to them, that this is a "Which is right" game, and only one sentence will tell the same thing as the picture tells. The first sentence may be read, the teacher checking up to see if all the children know that it is not the right one.

*Reading Game.* Two sentences are printed on the board, as:

This is a big cat.

This is a big doll.

A child may illustrate one of the sentences, and another child may read the one illustrated. A number of these pairs of sen-

Which is right?



This is a big cat.

This is a big dog.

This is Jane's home.

This is Jerry's home.

This is a big doll.

12

### Lesson 16—Chart 12

tences may be put on the board, and each child assigned to read a pair and then to illustrate one. When all the pictures have been drawn, the class may pick out the right sentence for each picture.

Other games as suggested on pages 79-80 may be played with the word cards.

*Seatwork Activity.* The teacher has each child fold a sheet of paper into four squares. She puts a diagram of the folded paper on the board, and fills in each square with one of the following phrases: *a big doll; a white cat; a brown dog; a blue boy.* The children draw a picture in each square corresponding to

the phrase. The children may be given hectographed copies of the phrases to paste in the squares.

### Lesson 17—Informal Conversation Lesson

An informal conversation lesson on toys should precede the next chart lesson. The children should be encouraged to bring their toys to show others and to play with. The teacher may suggest that they bring the toys wrapped up, so that all may try to guess what they are from the shape of the parcel.

In some districts where there are few, if any toys, the teacher should supplement the supply. She may buy some for very little money, or, better still, she may make some at practically no expense. Some of the simplest to make are a doll, a cart, a sail-boat, a train (a round tin can for the engine, and a spool for the smoke stack), an aeroplane, a top, a horn, a Jack-in-the-Box (the lid of the box is half off, and Jack is pulled up and down by a string in the top of the box). With a little paint these home-made toys can be made very attractive. They will not only create a desire in the child to make others, but will also suggest to him ways and means. (See page 83.)

After the children guess what the parcel contains, and as each one is opened, the teacher may print on the board what it is, as:

#### TOYS

Jack has a big ball.  
Mary has a little doll.  
Tom has a toy train.  
Helen has a toy dog.

These should be read by the children as each one is printed on the board. Then when all the parcels are opened, they should be read several times, different children finding and reading sentences as they are called for by the teacher, as "Find and read the sentence that tells what Jack has?" The teacher will stress those sentences containing words that are found in the first part of the Primer. Special attention should be directed to the words, *toy* and *toys*.



*Seatwork Activity.* All the children may make some simple toy. A two-inch circle (milk top), covered with bright paper and a small stick through the centre, makes a top that will spin. A small box, with four wheels, makes a cart, which is easily turned into a circus wagon, or with a handle and a top into a doll's carriage. Useful suggestions will be found in books on handwork, page 83.

### Lesson 18—Chart 13

*New Word:* toy.

The chart should be hung in a prominent place, and the children allowed to talk about and to enjoy the picture. The card with the word *toy* should be shown. Some child may hold the word under each toy in the picture. As the teacher holds the marker under the first sentence she may ask, "What does this tell about Jane?" The children will read the sentence silently, and several may whisper it to the teacher before it is read orally. The same procedure is followed with the other sentences. The chart may be read by different children, and certain sentences may be called for, as, "Read the sentence that tells what Jerry has. What the toy cat likes." Different phrases and words may also be asked for.

*Reading Game.* Sentences with phrases and words missing are printed on the board. The missing word cards will be found on the ledge by the children. Such sentences as the following may be used:

Jane has / a big doll./  
Jerry has / a big toy./  
The cat has / a red toy./  
Jerry likes / the brown dog./  
Jane likes / the white cat./  
Jane plays / with the toy./

The word cards may be stuck on the board with a little plasticine or paste. The completed sentences should then be read, one child acting as teacher and asking other children to read the different sentences as she runs the pointer underneath.

The reading activities suggested on pages 69-72 should be introduced as much as possible. At this time pictures of toys,



Jane has a toy.  
Jerry has a big toy.  
Jerry and Jane like to play.  
The cat has a red toy.  
The cat likes the red toy.  
The cat likes to play.

13

### Lesson 18—Chart 13

with descriptive sentences underneath, should be put up on the bulletin board, and a picture book of toys and a toy catalogue may be put on the library table.

*Seatwork Activity.* Directions may be printed on the book for the girls and for the boys, as:

#### GIRLS

Draw Jane's toys.  
Color a toy red.

Color a toy blue.  
Color a toy brown.

Also, similar directions for BOYS, with the first sentence reading, *Draw Jerry's toys.*

## Lesson 19—Chart 14

*New Words:* have, little.

This chart may be preceded by a conversational lesson on little toys that the children have at home. The teacher may print on the board, or show the sentence card, *I have a little . . .* The child will run his hand under the words as he tells of a little toy he has, as, "I have a little top," or, "I have a little Teddy Bear." A color name may be added to the sentence, as, "I have a little red ball," and some of these sentences may be printed on the board. The teacher will now show the chart to the children, and after they have enjoyed the picture, will suggest that this is another "Which are right" game.

After the chart has been read several times, and the children have found the two correct sentences, the teacher may put the picture of a little red ball on Jane's lap, and then the chart may be read again to see if any other sentences are right now. Then a little brown Teddy Bear may be pasted beside the doll and the chart may be reread to find if any other sentences are right. The children should be asked to frame the words "I have" and "little," then attention should be called to the profile of the word "little."

*Reading Game.* Sentence cards will be placed round the room, or printed at different places on the board. The children will read the sentence, and then run and stand under one that tells something they have. Sentences like the following may be used:

I have a big dog.	I have a little dog.
I have a big cat.	I have a little toy.
I have a red toy.	I have a little brown toy.
I have a big, black toy.	I have a big doll.

The children may read the sentence under which they are standing. Other sentences may be printed on the board, and the children who have the thing mentioned may stand. Some nonsense sentences as, *I have a blue dog*, should be mixed in with the others. One child may hide his eyes, and the teacher may show to the rest of the class a picture illustrating one of the sentences printed on the board. The picture may

Which are right?



I have a big doll.  
I have a red toy.  
I have a brown toy.  
I have a little dog.  
I have a little doll.

14

### Lesson 19—Chart 14

then be put in a paper, so that it cannot be seen, and given to the child who has had his eyes closed. The child will then try to guess the sentence that tells about his picture. The class will answer Yes or No as he reads the different sentences. For example, the child may be given a picture of a big doll; he may read the sentence, *I have a red toy*, and the children will answer, "No, you have not a red toy," until he comes to the right one, when they will answer Yes, or clap their hands.

*Seatwork Activity.* The children may draw a picture, following the directions which may be printed on the board, as:

Draw a little doll.  
Draw a big doll.

Color the little doll blue.  
Color the big doll red.

## Lesson 20—A Toy Store

A toy store should be introduced as a classroom activity at this time. This activity will not require any motivation on the teacher's part. Playing store makes such a strong appeal to small children that the merest suggestion, that they might put their toys in a toy store and play store, is all that is needed. The type of construction will depend upon the size of the classroom and the equipment. If boxes and blocks are available, the children may construct a play store large enough for two or three children to go into. In schools where such material is not available, or where the size of the room will not permit, the store may consist of a board on two chairs with a couple of apple-boxes for shelves at the back. The name of the store should be printed on a card and hung up. **GRADE ONE TOY STORE.** Other signs, which the children may suggest, should be printed and put in the store as: *This doll can talk. Please do not touch. The toy dog says "Bow-wow."*

The teacher may say, "There are many toys in our store. Let us name them, for a good storekeeper knows all the things he has to sell. Each of you tell me one toy, and I shall print its name on the board."

PUPILS: The doll is in the store.  
The big ball is in the store.  
The toy dog is in the store.  
The toy cat is in the store.

The children will read the sentences. Then one child may hold up a toy in the store, and the class may find if there is a sentence that tells about it. Then a child will read a sentence and another will find the toy. Other children should frame the phrase "in the store."

*Seatwork Activity.* The children may draw pictures of any of the toys that they wish. The pictures may afterwards be matched to the sentences on the board. The sentences may be printed under the pictures, and the pictures tied together to make a picture book for the library.





This is a store.  
This is a play store.  
Jerry is in the store.  
The toy cat is in the store.  
The toy dog is in the store.  
Jane runs to the store.

15

### Lesson 21—Chart 15

*New Words:* in, store.

Before showing this chart the teacher may suggest that, "Jerry and Jane liked to play store, too. One day they made a play store, and put all their toys into it. I have a picture and a story about their play store. Would you like to see the picture of their play store and read about it?" The children may compare Jerry and Jane's store with their own.

The class should be able to read this chart readily without any assistance. The teacher will run the pointer under the lines



while the children read silently, and then a number of children will read orally. After the chart has been read several times, the children may frame with their hands, or place the pointer below, a sentence or phrase which is called for, as "Frame the part that tells where the toy dog is, Who is in the store, Where is Jane going, etc." Children may also find the phrase or sentence cards as called for.

*Reading Activities.* Charts 12, 13, 14 and 15 may be reread as a review exercise.

One child may ask another to find a certain sentence, or one child may tell what a certain sentence is about, and another child may find the sentence. A child may begin to read a sentence and another child may find and finish it. One child may frame a word or phrase, and another find a similar phrase or word and read and frame it. See page 62.

Other games on page 80 may be played with the word cards.

*Seatwork Activity.* The child may be given a printed (hctographed) sheet, marked off into eight squares, with one of the following phrases printed in each square: *a big boy, a little girl, a white cat, a brown dog, a blue doll, a black toy, a toy store, a red toy.* The child may illustrate each phrase. This exercise, if carefully supervised, will be a fair test of the child's progress in developing a reading vocabulary.

#### VOCABULARY DEVELOPED ON THE CHARTS

a	cat	Jane	the
am	color	Jerry	this
and	come	like	to
are	dog	little	toy
big	doll	Mew! mew!	says
black	girl	play	store
blue	has	red	which
Bow-wow!	have	right	white
brown	home	run	with
	I	is	

#### V. PRE-PRIMER ACTIVITIES WITH CO-OPERATIVE STORY CHARTS

*Methods.* A co-operative story chart is a series of sentences composed by the children, printed by the teacher and used as a reading unit. The children have some experience, or engage in some activity, in which

they are interested. They talk of the experience, and the teacher suggests that a record be made of the story they have told. The children compose the sentences; the teacher selects those which are suitable, or leads the children by questions and suggestions to make suitable ones. The teacher prints on the board the sentences as said by the children. The story should be only three or four sentences in length and should contain a central thought. It is then read by the children. Before the next reading lesson the teacher prints the story, with a sign-printing set, on oak tag or other suitable paper. This is then used as a reading unit by the children. A duplicate chart may be printed that may be cut up into sentences and later into phrases and words to be used in various reading activities. An illustration will make the poster more interesting.

*The following are the chief advantages* to be derived from this method:

1. The recalling of an experience, and the composing of the story, give excellent training in oral English, which is an important pre-requisite to reading.

2. The making of the chart is interesting and vital to the child, because it tells something he knows and has experienced.

3. Knowing what the sentence is before he reads the printed form makes it easier for him to read.

4. The child thinks of reading as telling about something of interest, and he is concerned at once with content not with words or letters.

*The following are the chief disadvantages* of the plan, compared with the use of the prepared charts:

1. It is difficult to grade systematically the introductory lessons.

2. The vocabulary used tends to become larger and more difficult than is necessary.

3. Many words not needed in the first stories of the primer will be introduced.

Used with discretion and skill, the method is good. It is

recommended, however, that if this system be used, some of the first half-dozen introductory charts be also used.

NOTE: Whatever method is adapted, the same introductory activities that were suggested on page 17, and the same general reading activities suggested on pages 15-16 should be used.

#### DEVELOPING AND PRINTING THE CO-OPERATIVE STORY

The first charts should be short, one-line sentences, composed by the children under the guidance of the teacher. In September, when the children first come to school, the teacher may help them to recall some interesting summer experiences. At the Beach; A Picnic; On the Farm; Fun in Summer; or Our Home and Family. Any of these experiences will make a suitable starting point. The child's first experiences at school offer, perhaps, the most natural starting point, and a topic that is of interest to all children.

### Story 1

#### What I do at school

I sing at school.

I play at school.

I look at books.

The teacher may suggest, "We have been enjoying ourselves in school. There are so many interesting things to do. I think our mothers would like to know about all the things we do in school. Let us see how many things we can tell about." The children will be encouraged to talk freely about the things in which they are interested. The teacher will have an opportunity also to see what activities make the greatest appeal to the pupils. If the children do not talk readily, the teacher will lead them on by suggestion and leading questions. "What did you do at the library table, Mary?" "What did we do at the board?" "I think I shall print on the board some of the things we do at school; then, if visitors come, they can see all the pleasant things we do. I shall print on the board:

## WHAT I DO AT SCHOOL

This says, 'What I do at school.''' As the teacher says this, she runs her pointer under the sentence to indicate how it is to be read. (This is the same procedure as was followed with prepared charts.)

TEACHER: "Now, tell me one thing you do at school, Mary."

MARY: "I sing at school."

TEACHER: "That is a good sentence. Watch while I print it on the board. Can you read the sentence, John? Now, who can read the first line? The next? Did you like the game we played? Would you like to tell then that you play at school? Who would like to give a sentence that tells that?"

PUPIL: "I play at school."

TEACHER: "Watch and see how that looks on the board. Who can read it? Now, who can read this line? Now, who can read this line?" (Run the pointer under the title.) "Now read this one (the second), and now the last one. Do you remember the pictures we looked at in the books? Who can give me a sentence that tells what you do with books?"

PUPIL: "I look at books."

TEACHER: "That is fine! Watch while I write it." Then have the whole chart read, a sentence at a time. After the preliminary reading ask one child to find and another child to read the sentence that says *I look at books*. The child will come forward and hold the marker under the sentence while another child reads it. This exercise may be continued as long as the children show interest.

## PREPARING AND READING THE PRINTED STORY

The teacher may suggest to the children, that she will print the story on a big card for them, so that they may still have it to read if it is erased from the board.

Before next day the teacher prints the story, with a pen or sign-printing set, on oak tag or other suitable paper. A duplicate chart should be printed at the same time for "chart building" exercises. On the following day the teachers shows the blank side of the chart, and assists the pupils in recalling the story as printed on the board. After the story has been recalled, the teacher may say, "I have the story printed on

this card. Would you like to see it?" The chart should be hung in a place where it can be easily seen by all. "Now who can read the first line?"

*General procedure* to follow after the co-operative story chart has been printed.

1. Show children blank side of chart, and help them to recall the sentences.

2. Hang chart in place where it can be seen readily by all.

3. Hold the liner under the sentence, and let the children whisper the sentence to you.

4. Allow individual children to read the sentence orally.

5. Always use a liner or a pointer, the pointer being swept under the lines to indicate the rate for reading, the procedure of beginning at the left for each sentence and sweeping across and the right to left for the return sweep.

6. Say a sentence, and have pupils find and read it. This exercise may be repeated a number of times.

7. Review first chart by introducing "chart building" exercises. Show the pupils the duplicate chart, and let them see that both charts are the same.

8. Suggest that it would be fun to cut up the one chart and put it together again. Then cut the sentences apart.

9. Show the different sentences and have the pupils read them.

10. Suggest that the children build up the chart again. Have them look for the first strip, and place it on the chart holder, or on a soft wooden board with thumb tacks or sticking with paste or plasticine. Follow this procedure until the whole chart is build up.

11. Have the children read the two charts to see if the built-up chart is correct.

12. Read one sentence, then have a pupil find it in the chart holder, read it and take it out.

13. Have the children come forward with their strips, read them and put them where they should go in the holder.

14. In another lesson have the children build up the story again, and explain to them that if the sentences were cut into words and phrases, more children could take part. Show the children and read for them the words and phrases, as *I sing*, at school.

15. Have the children build up the story again with the words and phrases, and compare it with the other chart. These last two steps provide an enjoyable activity, which gives train-



ing in the recognition of words and phrases. It has the educational disadvantage of being a rather artificial procedure, and, except in the case of very slow learners, should be used only in the earliest lessons. In the case of a slow class, the teacher will find this procedure helpful with most of the charts.

16. Now say a word or a phrase, have a child find it, read it, and take it out of the chart. Continue this procedure till all the words have been removed from the chart holder.

17. Have the children replace the cards, coming up in turn, with one child acting as teacher to see that the cards are put in the chart in the proper order. Have the chart reread as a whole.

*Suggestions for recalling the sentences and fixing the vocabulary without the printed cards.*

1. Have a child find a sentence in answer to a question, then whisper it to the teacher or read it orally.

2. Tell, or have a child tell, what a sentence is about, and have a child find and read it.

3. Choose, or have a child choose, a sentence and have the others in the class guess which is chosen.

4. Have a child leave the room and the others choose a sentence. The child returns, holds a marker under a sentence and asks some child, "Was it this sentence, Mary?" Mary replies, "No, it was not," (or "Yes, it was,") and reads the sentence.

5. Show a picture to illustrate a sentence. Let a child find the sentence and ask another child to read it.

6. Let a child illustrate a sentence and another find and read the sentence.

7. Have one child dramatize a sentence, another find, and another read the sentence dramatized.

8. Have one child begin a sentence and another find or read the phrase to complete it.

9. Have the children frame the phrases that tell certain things.

10. Have a child find a phrase or word as many times as it occurs, or in as many different places as he can.

11. Have two words or phrases to complete a sentence and let the child choose the right one.

12. Have a child touch an object in a picture, another child find the name in a sentence, and another read the sentence.



## SUGGESTIONS FOR TWELVE STORY CHARTS

These charts are merely suggestive, and should be changed at the discretion of the teacher. Care must be taken to choose topics based on experiences that every child has had, regardless of his environment. Whether he is rich or poor, lives in the country or the city, the material suggested should be familiar and interesting to him.

When editing the stories, the teacher should try to incorporate as many as possible of the words and phrases used in the first part of the *Primer*, in order to make the work of the book easier. If she has to go beyond this, she should try to keep within the vocabulary of the first half of the book. A careful list of the new phrases and words should be kept. By listing the words alphabetically, the teacher can readily see, when planning a new lesson, what words the class have had.

## Story 1

(Suggested on page 67.)

After the story chart has been developed and read, the teacher may give each child a copy of the story. The children may illustrate the story and paste both story and picture into a booklet. This will be found a worth-while procedure with most of the charts. Sometimes a picture may be drawn for each sentence in the reading unit, then the printed copy may be cut up into sentences and the proper sentence put under each picture. These booklets may be used for a reading lesson and then taken home and read to their parents.

*Action words and other reading activities should be introduced each day (see pages 69-72).*

## Story 2

What I like to do

I like to sing.

I like to play.

I like to run.

The teacher will lead the children to talk freely about the things they like to do.

“You have been reading about the things you do at school and you said you liked to do them. What else do you like to do?” “I think it would be fun to print on the board some of the things you all like to do. I will print on the board **WHAT I LIKE TO DO**. Now, I want you to tell me what you like to do.” By suggesting, and carefully editing, the teacher will lead the child to give suitable sentences.

Follow the procedure suggested on pages 61-63 for the drill work upon the story. The work with action words (page 70) should be continued and as many reading activities as possible (pages 69-72).

### Story 3

#### Play

I play with a boy.

I play with a girl.

I play with a dog.

I play with a cat.

This chart will follow naturally Chart 2. The teacher may refer to the children saying, that they liked to play and may ask: “Whom do you play with, John?”

Pictures of a boy, a girl, a cat and a dog should be on the blackboard or elsewhere, with the descriptive words under them. The action word **DRAW** may also be introduced at this time (page 45). Such directions as the following may be printed on the board, and one or more pupils may be directed to read one of these and do what it says:

Draw a boy.

Draw a girl.

Draw a dog.

Draw a cat.

### Story 4

#### Jack's Dog

Jack has a dog.

The dog is big.

The dog is brown.

The dog likes to run.

The children have been reading about their playfellows, This will naturally lead to a talk on their pets. Perhaps

Jack, who lives near the school, will bring his dog to school for all to see and talk about.

Blackboard stories, using the same vocabulary as the charts, but in another way, should be introduced frequently. These new stories will allow for an interesting natural review of the words and phrases. For example, after Chart 4 a picture of a boy may be shown. "Here is a picture of a little boy (or dog). He is going to talk to you. See if you can read what he says":

I am a boy.

My name is Tom.

I like to play

I like to run.

I run with my dog.

I am a dog.

I am Jack's dog.

I like to play.

I like to run.

I like to run with Jack.

"The little boy tells you just what he is." Hold the marker under the first sentence while the children read it silently. Then several children may whisper it to the teacher and one read it orally. Help may be given to any child who needs it. The children should be encouraged to read as much of the sentence as they can and to derive the word from inference, or to recall a former use of the word.

### Story 5

#### Mary's Cat

Mary has a cat.

The cat is little.

The cat is white.

The cat likes to play.

Continue the conversation lessons on pets. Pictures of dogs, cats, rabbits should be hung up in the room, or on the bulletin board, and suitable books placed on the reading table. Mary may tell about her cat, or, better still, may bring it to school for all to see and talk about.

### Story 6

#### Tom's Rabbit

Tom has a rabbit.

It is brown and white.

Tom feeds his rabbit.

It likes green leaves.

Any other pets, about which the children become interested in hearing, may be substituted for the rabbit.

After these three charts a booklet of pets may be made, and many short reading units about these pets may be printed on the board.

Some *Which Are Right?* sentences (page 36) may be introduced at this time. A picture of a dog, cat, boy and girl may be put on the board, and two or three sentences printed under, as:

(Picture of a Boy.)

This is a dog.

This is a big boy.

This is a big dog.

(Picture of a Dog.)

This is a brown boy.

This is a brown dog.

This is a brown cat.

The children will read each sentence silently and tell whether it is right or wrong. For further procedure see page 37.

### Story 7

#### A Riddle

I am big.

I am brown.

I like to run.

What am I?

With a little assistance from the teacher, the children will readily compose riddles. This is always an interesting activity for a child. One group may make a riddle for the other group to guess. A duplicate chart should not be made of these riddles. The child may be given a mimeographed copy, which he puts in a "booklet," and takes home and reads for mother to guess.

### Story 8

#### A Riddle

I am little.

I am white.

I like to play.

What am I?

If the children are eager other charts of riddles on a boy, a girl, a rabbit, may be made, and mimeographed or hectographed for them. Several answers may be printed from which

the correct answer is to be selected; as in relation to the first riddle just given,—*I am a cat. I am a dog. I am a book.*

A reading unit to introduce the *color names* may be developed at this time. The children in an informal conversational lesson may tell of things that are red, blue, brown, black or white in color, and the teacher may print some of these sentences on the board. For further procedure with the color names see page 43.

*Draw and Color Exercises.* A variety of exercises may be composed by the pupils, which may be printed on the board, and later on a chart or cards. Then one or more pupils may be directed to read one of these and do what it says.

For example.

Draw a little cat.

Draw a big dog.

Color the cat white.

Color the dog brown and white.

### Story 9

The big dog says, "Bow-wow."

The little dog says, "Bow-wow."

The big cat says, "Mew, mew."

The little cat says, "Mew, mew."

As a review of the charts and action words the *Who Are You?* game may be used. Each child may pretend he is some animal or person. The teacher prints on the board *Who are you?* and a child's name after it. The child named answers, "I am a —," naming the animal. Then the teacher prints some directions for the child to follow, as:

Little dog, run to a boy.

Say, "Bow-wow" to the boy.

The children might play a game imitating all the animals, or the phonic game, "Who is it?" page 8. The children will love to read story 9, imitating a big bow-wow and a little bow-wow, etc.

### Story 10

#### The Toy Dog

This is a toy dog.

The toy dog is brown.

The toy dog likes school.

The toy dog likes his new home.

There should be a little toy dog and cat for the children to play with. Some pupils may bring their own toys from home, or the teacher may purchase a little toy dog and cat for a very small amount.

The procedure of building up the second chart should no longer be necessary, except for the very slow learner. For the average child *the reading of new stories, containing the known words in new combinations*, will be of more value. The procedure suggested for the prepared charts may be used.

## Story 11

### The Toy Cat

This is a toy cat.

The toy cat is little.

The toy cat likes school.

The toy cat likes her new home.

Blackboard stories with the toy dog and cat talking may be printed on the board, "The little toy dog is going to talk to you to-day. See if you can read what he says."

I am a toy dog.

I have come to school.

I like my new home.

What do you do at school?

I am a toy cat.

I have come to school.

I have no name.

Please give me a name.

The teacher should help the children to derive the new words as suggested (page 6). For example, with the word *have* the child should be directed to read the rest of the sentence, and guess at *have* from the context, so also with the words *toy* and *new*.

Other blackboard stories may grow out of conversational lessons on our toys. Dolls will make an interesting title for reading unit for the girls.

Further reading activities with action words may be presented employing the toy dog and cat (page 70).

Find the dog.

Make the dog run.

Find the cat.

Put the cat in the box.



## Story 12

## Our Store

We made a toy store.

We made some toys.

The toy cat is in the store.

The toy dog is in the store.

We like the toy store.

The store activity as suggested on page 55 should be introduced a few days before. Then this chart would be based on the children's experiences.

VI. ADDITIONAL SUGGESTIONS FOR READING  
ACTIVITIES

1. *Reading Units:* Any interesting experience that the children may have should be utilized as a topic for a story. The following might be used: a trip; a present; a new pupil; a new picture; games; the weather; home or community activities; riddles, rhymes and stories. For reading units in preparation for the Primer the teacher should refer to the co-operative story charts, pages 63-69.

Reading units should not be limited to the pre-primer stage, but should be used frequently throughout the first grade, to recall interesting activities or to anticipate coming events. The children will want to keep story records of many of the activities that are suggested in the daily lesson plans in connection with the book stories. The construction of the Primer into six parts, each part dealing with one topic, lends itself to this type of work, and many suggestions for reading units will be found in the daily lesson plans.

The following illustrates two reading units:

What I Do at Home

I play with father.

I help mother.

I go to bed.

I get up in the morning.

I eat my breakfast.

Then I go to school.

A New Game.

We have a new game.

A girl takes a little ball.

We hide our eyes.

She hides the ball.

Then we try to find it.

The one who finds it wins.

2. *Action Words:* Procedure in introducing the first words: "I have a new game to play with you to-day. This is how we play it. The chalk will tell you to do something. Whatever

it tells you, you must do." (Print RUN on the board.) "I shall play it first." (The teacher runs.) "Can you guess what the chalk told me to do? That is fine. Now you play it." (Erase the word and print again, and allow several children to perform the action.) "Now the chalk is going to tell us to do something else." (Print JUMP. The teacher jumps. Follow the same procedure as before.) "Now you will have to look at the word very carefully, for sometimes it may tell you to *run* and sometimes to *jump*." Print the words side by side so that the children may notice the differences. In another period, if some of the objects in the room have been labelled, the teacher may print, *Run to the chair. Jump to the door.*

For the development of other action words and sentences toys may be used (ball, doll, teddy bear, dog, cat). Have a child perform an action with a toy and then have him tell another child to do the same thing that he did. "I am going to tell another child to do the same thing, but I shall print it on the board." Have several children respond to the printed direction. Erase on the board and print again, having several others respond.

The following action words are used in the first sixteen pages of the Primer, and may be developed in reading activities on the board before the *Primer* is used:

says	play	jump	put	gives	sleep
run	come	take	ride	go	

The action words *Draw, Print, Color, Make, and Paste* should be taught early in the term, so that they may be used in printed directions in the between-recitation period.

### *Games with Action Words:*

**FIND:** Toys, pictures and objects may be used for this game. Directions like the following are printed on the board:

Find a dog.	Find a boy.
Put the dog in the wagon.	Give the boy a cat.

**WHO:** The teacher prints on the board:

Who can run with the dog?

A child performs the action and then answers, "I can run with the dog."

**Find the Right Sentence:** Ten action sentences are printed on the board or on cards. A child hides in the corner while

another child performs one of the actions. The child from the corner tries to guess which sentence was performed. This may be played also by one child whispering a direction to another child, who in turn performs the action. A third child may frame on the board the printed directions.

3. *Other reading activities* that provide opportunities for the development of a meaningful vocabulary.

(a) GREETINGS: (Printed on the board.)

Good morning, boys.  
Good morning, girls.  
We have a new picture.  
Can you find it?

Good morning, children.  
A toy dog has come to school.  
We shall play with the toy dog.

(b) CLASSROOM DIRECTIONS:

Come to me.  
Go to the board.  
Draw a picture.

Run to your seats.  
It is lunch time.  
Get your hat and coat.

The teacher will save time by having these and other useful directions printed on cards.

(c) CLASSROOM SIGNS:

Please close the door.  
Please do not touch.

Put the brushes in this box.  
Sharpen pencils here.

(d) MONITOR DUTIES: (Printed on a card.)

*Room Duties*

You may water the flowers. Mary.  
You may feed the goldfish. Helen.  
You may pick up the chalk. Tom.  
You may put away the books. —. etc.

(e) BULLETIN BOARD:

My aunt sent me this post card.  
It came from England.  
I can read it. Jack Brown.

We have a new book.  
It is about a boy.  
The boy had a dog.  
We can read the title.

The children should be encouraged to bring news items, photographs and pictures to put up.

## (f) RULES:

*School Rules*

We must be on time.  
 We must work quietly.  
 We must do our best.  
 We must keep our room  
 in order.

*Rules for Recess*

On a sunny day we play outside.  
 On a rainy day we play inside.  
 On a cold day we put on our coats.

Rules for Health (page 246), Safety (page 220), Library (page 260). Other rules may be made up by the children with the help of the teacher.

## VII. SUGGESTIONS FOR THE TEACHER IN THE RURAL SCHOOL

This system of reading with the introductory charts, the work books, and the word cards is particularly suited to the work in the one-room school. The teacher should be able, with few adaptations, to follow the programme suggested in the daily lesson plans in the Manual.

(I) ACTIVITIES: The projects and activities suggested are easily adapted to the rural situation where space and time are at a premium. For example, the toy store suggested (page 55) may be made on a chair. As the First Reader begins with this activity also, the two classes might work together, the older children assisting with turning the boxes into wagons and carts, and the sticks into dolls and animals. If the teacher has not time to assist, she is urged to encourage the children to carry on the activity themselves. Most children have played store before coming to school. The teacher must see, of course, that small boxes, paper, spools, etc., are available.

(II) INTRODUCTORY CHARTS: The rural teacher is advised to begin with these charts (page 19) as they make for economy of time on the part of the teacher and efficiency in learning on the part of the pupil. If these charts are not available they may be quickly and easily made by the teacher. Manilla tag, newsprint or wrapping paper may be used, and the printing (small letters  $\frac{3}{4}$ "') done with a sign-printing pen. If the teacher does not draw readily, "cut-outs" of dolls and animals may be used for the illustrations. If the wall space is limited, a simply made easel on which to pin the charts may be stood in the corner, or the charts may be made smaller so that four may be put on one door.

Three or four charts should be left hanging where all can see, so that right from the first attractive reading material is available for:

- (a) Incidental reading as the child looks around.
- (b) Reading to one another or to an older child.
- (c) Quick two or three minute drills with the teacher.

(Two or three minutes is sufficient time in which to recall these charts.)

(d) Assisting in the recall of forgotten words. (The visual appeal and the careful grading of the charts makes vocabulary building easy.)

- (e) Models in booklet or poster making.

### (III) BETWEEN RECITATION WORK:

(1) *The Work and Play Books* (page 4): These work books are especially useful to the rural teacher, who has so little time to provide the supplementary material that is so necessary in teaching the small child to read. They are designed to provide, in an interesting and practical way, the seatwork devices that the first-grade teacher has in the past had to make with much labor. Where there is not a book available for each pupil the teacher (or an older pupil) should make a copy with the aid of carbon paper. In a small class this will take a very few minutes. Newsprint, which can be obtained from most newspaper offices for the asking, will do for the paper. Some teachers prefer to copy many of the exercises on heavier paper and use them from term to term. In order to do this the pupil, instead of marking the exercise with a pencil, may signify the answer in some other way—laying a stick under the right word, printing the right answer on paper, covering the wrong answers with slips of paper.

(2) *Self-Teaching Devices*: The teacher, wherever possible, should make use of visual aids in trying to develop a vocabulary. Pictures help the child to work independently by assisting him to remember new words and to recall old.

Dictionary cards (charts or individual cards) page 263 and Dictionary Books will be found useful for reference and study.

Action words (page 70) will be readily recalled if illustrated by "stick-men." A dictionary card, either large or small, illustrating such useful action words as come, go, sit, stand, draw, print, color, make, should be made for reference. The teacher will find it interesting to see how many action words

and sentences can be visualized by these little line men (page 21). The children will also enjoy drawing these little men to illustrate action words, phrases and sentences.

#### (IV) PREPARATION OF SEATWORK MATERIAL:

The teacher can so arrange the preparation of many of the seatwork devices for grade one, that they may be made with profit by an older pupil. This work will not only develop in the child the right attitude of co-operation, but it will give him training in printing, writing, language, spelling, arithmetic and manual arts.

*The older pupils may:*

(a) Label the dictionary cards and books (page 263). This will give training in printing and spelling.

(b) Copy pages from the Work and Play Books. Page 21 will give training in measuring. Page 60 in spelling, phonics, language and arithmetic. Page 90 in language work. The copying of such an exercise should lead on to the composing and printing of other simple, original stories for the first grade. These stories may be based on magazine pictures or illustrated by the author. Stories may be tied together to form books for supplementary reading in the first grade.

(c) Make original riddles. The vocabulary should be restricted so that the first grade will be able to read them in a between-recitation period, page 262.



## CHAPTER VI

### THE PROCEDURE IN USING THE WORK BOOK AND PRIMER

#### I. READINESS FOR THE PRIMER

The teacher must see to it, that the child is not allowed to enter the *Primer* stage before the work of the pre-primer stage, as suggested on page 14, has been accomplished. The child, if ready for the *Primer*, should be able to read, without assistance and with enjoyment, the first stories in the *Primer* and thus, happy in his work, he will acquire the right mental attitude toward reading. The Law of Readiness cannot long function in a situation in which a child cannot achieve success. For this reason, the teacher will find it advisable to group her class into A, B and C. The A group, who have shown in the pre-primer work that they learn the most quickly, may be ready for the *Primer* in two or three weeks, and should continue to advance more rapidly than the other groups. B group may be ready in four or five weeks, and C group may require even a longer time.

#### II. METHODS OF USING THE WORK BOOKS

*Work and Play* contains, in the form of directions to the pupils, definite suggestions for the use of every page. The *Manual* also gives the teacher additional suggestions for correlated class discussion, additional reading, and other activities. After the preparation has been given, and an exercise in *Work and Play* has been read silently, and worked out, it should always be *corrected* and *discussed*. The teacher may find it valuable to use some of the Work Book pages as objective tests. To do

so it is merely necessary, first, to see that each pupil works by himself, and second, that the exercises are accurately corrected and scored. A time limit should not be introduced during the first term. The teacher however, should observe the order in which the pupils complete their exercises. Children can be kept from dawdling without being hurried. Suggestions are made in the "Daily Lesson Plans" in the *Manual*, for giving additional assistance to those pupils whose progress is relatively slow. See also pages 266-268 in this *Manual*. When the Work Book is not available for each child, the teacher may use the desk copy as a model, and may make up similar and also additional exercises.

### III. GENERAL PROCEDURE IN INTRODUCING THE READING SELECTIONS

*Introduction and Motive.* The story should be introduced in such a way as to arouse the children's interest, to create a desire for reading, and to promote a thoughtful reading attitude.

These ends may be achieved by providing some background of related activity for the stories under each topic, by recalling some experience that leads up to the story, by telling a part of the story, and having the pupils read to find the outcome and by having the children study the pictures in order to guess at what happens in the story. During this step the new words should be presented on the board, and recalled in meaningful relations.

From this introduction should grow questions which will arouse the pupil's interest, and create a desire for reading and finding the answers.

*Silent Reading.* The pupils should be allowed to read the story silently, the teacher lending aid only when it is needed. The careful preparation provided in the work books makes it possible for the child to read by himself. There may be some of the slower pupils who will find it difficult to read silently. For such pupils more preparatory work in the nature of the work books

or in the procedure followed in the pre-primer stage should be undertaken.

*Oral Discussion.* The questions that were suggested, in paragraph 1, should be answered now, and an informal discussion of the story encouraged. The children should talk freely and naturally about the parts of the story in which they are interested. The teacher may at first find it necessary to ask leading questions in order to promote the discussion, but the children should gradually learn to start and maintain the discussions themselves.

The "Daily Lesson Plans" in the *Manual* suggest appropriate questions. *These discussions should often lead to a rereading of the story, in part or whole.* This is very important. Rereading is very necessary, and it should result from a desire felt by the child to do it. Motivated rereading is one of the finest means of producing fluent readers.

*Oral Reading.* The amount read orally should be determined by the ability of the pupils. The directions given by the teacher should suggest the content of the story, also the amount to be read. "Read till you find out what happened to . . ." The directions should keep the children in the atmosphere of the story.

#### IV. FOLLOW-UP ACTIVITIES

These activities should be of such a nature, that they will require a careful rereading of the story for their carrying out.

1. Children should be encouraged to *share a good story with others*. They may reproduce the story, or tell it by reading to another group who have not read it. They may practise reading it to one another, so that they can use it to entertain a visitor or their mothers. While it is not possible in the classroom always to have an interested audience to which to read, the teacher herself may often take the part of the audience, and may listen to the stories as though she had not heard them before.

2. The children will wish to *play many of the stories*. All dramatization should be the free natural expression of the children's ideas. The teacher, however, may help to organize these ideas by asking leading questions as, "What happened next?" "Who spoke first in the story?" In the selection of the characters, several children may be allowed to show how they would play some part in the story, and the teacher should commend any one who shows any thought or originality in the interpretation. The dramatization should be the child's expression of the story and should not be continued after it has become mechanical.

3. Naturally, children like to express their ideas by *making pictures*. The wealth of artistic material provided in the *Readers* cannot fail to arouse the child's interest in the illustrations. The Work Books, also, contain an abundance of illustrative material. The child should be encouraged in any imaginative expression he attempts to make. Suitable material, crayons and paper, should be at his disposal. This illustrative work may take the form of posters, booklets, "a movie," a peep show, a puppet show, a sand-table or a play-box. These are described in the "Daily Lesson Plans."

4. Many of the stories may lead into a *large classroom activity or project*. The children may want to find out more about something told in the story, or may build up a project out of the theme of the story. Much of the material in the *Primer* and *Book One* has been arranged with this end in view—that, out of the story theme, may grow a large classroom activity.

5. The Work Book provides a series of *follow-up exercises* that review the new words presented in the reading lesson. It also provides exercises to develop proper eye movements, the ability to recognize words and to comprehend the thought.

6. *Supplementary oral and silent reading material*. A wealth of supplementary reading material should be available for the primary child. When the child's interest has been aroused in some theme in the *Primer*, he should be given books, posters and other printed material related to the activity.

AUTHOR	TITLE	PUBLISHER
Ayer	<i>The Easy Book</i>	Macmillan
Baker and Thorndyke	<i>Everyday Canadian</i>	
	<i>Primer and First Reader</i>	Macmillan
Blaisdell	<i>Bunny Rabbit's Diary</i>	Little

AUTHOR	TITLE	PUBLISHER
Braden	<i>A Little Book of Well-known Toys</i>	Rand
Chadwick	<i>The Mouse that Lost Her Tail</i>	World Book
Dearborn	<i>Kitten-Kat (a primer)</i>	Macmillan
Freeman	<i>Child Story Primer</i>	Lyons &
Freeman	<i>Child Story Reader</i>	Carnahan
Gecks	<i>Playfellows</i>	Johnson
Sheffield	<i>The Open Door</i>	Macmillan
Holt	<i>The Story-a-Day Book</i>	Lyons
La Rue	<i>The Fun Book (primer)</i>	Macmillan
La Rue	<i>Under the Story Tree</i>	Macmillan
Pennell	<i>Friends</i>	Ginn
Seil	<i>Work-a-Day Doings on the Farm</i>	Gage
Wolcott	<i>The Singing Farmer</i>	World Book

#### V. GAMES

The following reading games are suggestions of types that may be used with profit in word drills.

#### BLACKBOARD GAMES

##### 1. LADDER GAME.

Words and phrases are printed upon the rungs of a ladder. The children try to climb up the ladder without falling off; that is, naming all the words correctly. A flight of stairs may be substituted for the ladder, with a fairy castle at the top.

##### 2. "I SPY."

Several columns of words and word groups are printed on the board, each column containing the same words, but arranged in different order. A child with a pointer stands in front of each column, and tries to be the first to "spy," and pronounce the word for which the other children call. A count may be kept to see who has the highest score.

##### 3. THE BOXING GAME.

Some words and phrases are printed on the board. The teacher calls on someone to find a word or phrase and put it into a box, that is to draw an oblong around it. This game may be varied by giving several children differently-colored chalk, and letting them box up the words as called for. The one boxing the largest number, wins. This game can be continued by sending the boxes away, that is, by erasing them.



#### 4. GUESSING GAME.

A group of words and phrases or sentences is printed on the board. One child runs and hides, while another runs the pointer under a word or phrase and reads it to the class. The first child takes the pointer and tries to guess reading above which word or sentence was touched.

#### 5. THE TEACHER GAME.

As many children as there are sentences on the board are chosen as "teachers." Each "teacher" is given a number. Then he calls on some pupil to read the sentence with this number. The little teacher must verify these readings.

### GAMES WITH WORDS OR PHRASE CARDS

#### 1. GRAB BOX.

Pictures are placed round the room, or held by some of the pupils, and words and phrase cards are put in to the box. The pupils each take a card from the box, and try to find the picture to match it.

#### 2. POST OFFICE.

The cards are placed on the ledge for letters. One child is chosen for postman. When the children come for mail they must tell the postman their name; that is, a word or phrase on one of the cards. The postman must hand them their letters.

#### 3. HIDE AND SEEK.

The cards are hidden round the room, and the children try to find the cards. If they can read the card correctly they put it on their chair; if not, on the desk for further study. The one with the most cards on his chair wins the game.

#### 4. MUSICAL CHAIRS.

Cards are placed on chairs. Children march around singing, and stop on a given signal. If they cannot read the card on their chairs, they must sit down and study it while the other children play the game again.

#### 5. CHANGE PLACES.

Children stand in a circle holding cards. A child in the centre reads two cards. The children having the cards must change places. The child in the centre will try to get to one of the places first. If he succeeds, the child whose place he takes must give him his card, and must go into the centre.



## CHAPTER VII

### DAILY LESSON PLANS FOR *JERRY AND JANE*

#### PART ONE

#### TOYS

##### METHOD OF PROCEDURE

The daily lessons are organized under the following headings:

*Parts.* This term will be used to refer to a Part in *Work and Play* and the corresponding Part in the Primer, *Jerry and Jane*.

*Activities.* Class projects will be suggested under this heading which will help to increase the interest, and make the reading more meaningful.

*Preparation with the Work Book:* The method here described will be for classes having individual copies of the Work Book. An explanation will be given for the use of the pages in the Work Book which prepare for the reading assignment, and suggestions for follow-up exercises will be introduced.

*Preparation without the Work Book:* Suggestions will be given for classes that have not Work Books. In the lesson plan it is assumed, however, that the teacher will have a desk copy.

*Reading:* Suggestions will be made for the reading of the assignment, for which preparation has been made in the steps before. These suggestions will include the specific procedure to be followed with regard to the particular assignment, questions to be asked before and after the reading, plans for follow-up activities and list of new words and phrases. *The new words listed are those that have not been used before in a preceding Reader or Work Book lesson.* In the Primer all words are

first introduced in the Work Book. To find what words will be new, if only the reading book is used, the teacher should use the list of new words presented on the last page of the Reader.

## PART ONE

PRIMER: *JERRY AND JANE*, PAGES 1-19,  
*WORK AND PLAY*, PAGES 1-27.

*Aim:* The following are the objectives of the work in this period:

That the pupils :

1. May become interested in reading.
2. May make pleasant associations with learning to read.
3. May appreciate the fact that reading is vital to them in connection with everything the class does.
4. May look upon print as symbols standing for meaning, not as mere letters and words.

*Activities:* A class project dealing with Jerry and Jane, their pets and toys, may be introduced. Pictures of toys and pets may be drawn on the board, or cut out of magazines or toy catalogues, and placed on the bulletin board, library table, or exhibited in other ways. Poems and stories about toys and pets may be told and read to the children. Children may also have an opportunity to tell about their toys and pets, and what games they play with them. Some of the stories and games may be developed and played with the class. If the play store, suggested on page 55, was constructed, some of the dramatic games may still centre around it.

A child's wagon, a toy dog, cat, doll and doll-carriage and small horse may also be used in the games. The children may bring these from home, or may construct them at school. A sand-table scene, showing Jerry, Jane, Laddie and Snow with the toy dog, the toy cat, a red cart and the doll-carriage in front of the house, may be worked out. Suggestions for sand-tables may be found on page 264.

In the following books helpful information and suggestions for the teacher will be found.

AUTHOR	TITLE	PUBLISHER
Garrison	<i>Permanent Play Materials for Young Children</i>	Scribner
Sies	<i>Spontaneous and Supervised Play in Childhood</i>	Macmillan
Wilson	<i>Primary Industrial Arts</i>	Manual Arts Press
Polkinghome	<i>Toymaking in School and Home</i>	Harrap
McKee	<i>Purposeful Handwork</i>	Macmillan
	<i>The Box Book</i>	Macmillan

### PART ONE—SECTION I.

PRIMER: *JERRY AND JANE*, PAGES 1-4,  
*WORK AND PLAY*, PAGES 1-7.

#### 1. PREPARATION WITH THE WORK BOOK

*Introducing Work and Play.* Before the books are distributed the teacher may print each child's name on his book, and the child's attention may be called to the fact that this is *his own book*, and that he must take good care of it in order that he may enjoy it during the whole term. The child may be allowed to look through the book, and the teacher may call attention to some of the pictures that they will color. With some classes the teacher may find it advisable to give out one page at a time, but, in any case, *at first* the children may be allowed to look at *the whole book*.

When the Work Book page has been *completed* and *corrected*, the children should be encouraged to take the page home, in order to show it and *read it* to their parents. Some of the pages also may be displayed on the bulletin board, blackboard, or library table. The Work Book pages may also be used for picture and sentence matching and for some of the blackboard games as suggested in a number of the introductory chart lessons.

The new words are listed at the end of each Lesson Plan. The words listed as new, however, in the first twelve pages, will have been taught before if the introductory charts have been used.

**Page 1.** Give the children page 1, and let them look at the pictures. Let them talk about the toys in the toy store. Then ask them to read the sentence above the toy store. If they have had the preparatory drill with the introductory charts, they should be able to read the sentence readily. Hold up the page and read the sentence with the children. "What does the name on the door say? Now see if you can read what it says under the store." Then the sentence and phrases may be read in unison by the teacher and pupils.

NOTE: The Page references, in blackface type, refer to pages in *Work and Play* (the Work Book), unless preceded by **Pr.**, which indicates *Jerry and Jane* (The Primer).

The pupils should be provided with crayons, dull pointed scissors and paste. The directions at the bottom of page 1, of the Work Book, should be given to the children. Before the pictures are pasted on the page, the teacher should inspect the work to see that they are properly placed.

*New Words:* This is a toy store. (The words *Part One* should not be taught.)

**Page 2.** Get the children to talk about their toys, and then draw their attention to the pictures of the toy dog and toy cat. Ask if any child can read the sentence at the top of the page. The teacher may hold up the page and point to the sentence, and if any child reads it correctly she may say, "Yes, that is right. These words say, *This is a toy dog*. Now what does this sentence say? Yes this one says, *This is a toy cat*. Now see if you can read the sentences at the bottom of the page." The teacher will point to the four sentences in the boxes at the bottom of the page.

She will read the sentences with the pupils or, if they are able, they may read by themselves. The teacher will then show them how to cut out the four sentences, and will ask them to place in the boxes under the picture of the dog, the two sentences that say, *This is a toy dog*, and under the picture of the toy cat the two sentences that say, *This is a toy cat*. After the sentences are placed in the boxes, the teacher may inspect

the work to see that the sentences are correctly placed. The children may then paste them in and color the pictures.

*New Words:* dog, cat.

**Page 3.** This lesson should be conducted in the same manner as the lesson with Work Book, page 2.

*New Words:* I, am, boy, girl.

**Page 4.** Call the children's attention to the picture of the boy and the girl looking at the store window. Let the children try to read sentences under the picture.

They should use markers, made from a strip of cardboard about 1" x 5". The marker is placed under each sentence as it is read. When the children have read the directions silently and orally they may be told to do as the sentences say. The children may be allowed to draw and color other toys on the shelves at the side of the window.

*New Words:* color, the.

**Page 5.** The teacher should review the colors blue, white, brown, red and black, and the color names. A blackboard drill similar to the one suggested on page 44 may be employed.

When the children are given the Work Book page, the teacher may ask what color the first square at the top should be, etc. Then the crayons may be given out, and after the children have identified the colors of the crayons, they may be told to make each square the color indicated by the name under it. They may then color the balloons according to the color names, and then do what the printing says with the pictures of the children. The teacher should explain that it is the clothing only that is to be colored.

*New Words:* blue, white, brown, red, black.

**Page 6.** Get the children to talk about their dolls. Then show them the picture of the two dolls at the top of the page. Let the children who are able, read the sentence. *This is a doll.* They should use their markers when reading. Then the two sentences should be read in unison by the teacher and class, the

teacher explaining that *Color the doll red* means the doll's dress.

Follow the same procedure for the next picture. Let the children name the objects in the next pictures and then read the sentences, and follow the directions.

*New Word:* doll.

**Page 7.** The class will be acquainted with Jerry and Jane if the pre-primer chart work, pages 18-57, has been carried on. They should, however, be recalled by some such suggestions as are given on page 57. After discussion of the pictures the sentences should be read silently and orally, and the directions followed.

*New Words:* my, name, Jerry, in, Jane.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 1-4.** Classes that are not using the Work Book will require more pre-primer activities than those that are. The Introductory Charts should be used, and each unit in the Primer should be preceded by co-operative stories and activities as described on pages 59 to 72.

Exercises also similar to those on pages 1-7 in the Work Book should be put on the blackboard or on oak tag. Pages 4, 5, 6 and 7 will be found particularly useful. The teacher may make quick outline sketches of the pictures on the blackboard, printing the directions underneath. The children will copy the drawing on paper, and then follow the directions. The directions to color should be preceded by directions to draw, as,

Draw a girl.

Color the girl.

Immediately preceding the first Primer lesson, Chart 15, or its equivalent, should be recalled, see page 56. For the new words needed for the Primer reading, the teacher should consult the Primer word list. If the teacher is following the Work Book, the words covered in the first seven Work Book pages are as follows:

*New Words:* This, is, a, toy, store, dog, cat, I, am, boy, girl, color, the, blue, white, red, brown, black, doll, my, name, Jerry, in, Jane.



3. READING IN THE PRIMER, *JERRY AND JANE***Pr. Pages 1-4.**

*Introducing the Primer.* The presentation of the books to the children should come as something pleasurable to which they have looked forward. The teacher should show them the book in a general way, telling of the interesting pictures and stories it contains about their friends Jerry and Jane. Show them how to open the book, and how to turn the pages from the upper right hand corner. Let them enjoy the book, and talk freely about anything that they find interesting. Call their attention to the pictures inside the cover page, and let them read the names suggesting to them that there will be stories about them all. Read to the pupils page 1, PART ONE—TOYS. Do not teach the words *Part One*.

**Pr. Page 1.**

*Introduction:* "What toys do you see in this picture?"

**Pr. Page 2.**

*Introduction:* "Of what is this a picture? Let us see if we can read what it says. Be sure to use your markers."

*Reading:* "You may read the sentence to yourself." Let several children whisper it to the teacher. Then let several read it orally.

**Pr. Pages 3-4.**

*Introduction:* "Whom do you see in this picture? Where is Jerry?"

*Reading:* "Put your marker under the first line. Jerry is talking to you. What does he say?" The teacher will have the class read silently, and indicate any word that they cannot get by themselves. She will check the thought by having several pupils whisper

it to her. Then she will have it read orally. "What else does Jerry tell you?" (She will follow same procedure as with first line.) "Put your marker under the third line and find out where Jerry says he is." Different children will tell where Jerry says he is. The same procedure will be repeated with page 4.

*Review:* "Tell all the story about Jerry. About Jane. Put your marker under the sentence that tells where Jerry is. Read it. Where Jane is. Read it. Put your marker under the sentence that tells what Jerry is."

*Phrases:* (For drill in a separate period in such activities and games as were suggested on pages 79 and 80.)

This is	A toy store	in the toy store.
I am	a boy	
My name	a girl	

*New Words:* None, if the Work Books and Introductory Charts were used; if they were not, see Primer word list.

*Follow-up Activities:* Directions to be printed on cards or on the board and carried out on paper as follows:

Draw a toy store.  
Color the toys.  
Draw a boy.  
Color the boy.  
Draw a girl.  
Color the girl.

## PART ONE—SECTION 2

PRIMER: *JERRY AND JANE*, PAGES 5-6,  
*WORK AND PLAY*, PAGES 8-10.

### 1. PREPARATION WITH THE WORK BOOK

**Page 8.** The exercise at the top of the page should offer no difficulty. The children should read the sentences and follow the directions. The exercise at the bottom of the page is of a new type, and similar exercises may be put on the board before the Work Book assignment is given out.

The teacher may draw on the board a picture of Jane and a doll, and may print beside it the two sentences, *Jane likes the doll*, and, *Jane likes the dog*. Let the children look at the picture, tell them that here beside the picture are two sentences. "One of the sentences tells about the picture and one does not. Now let us read the two sentences, and find out which one tells about the picture." The children read the first sentence while the teacher holds the marker underneath. They then look at the picture, and decide whether the sentence is right or wrong. "Yes, the first sentence tells about the picture. Let us read the next sentence and see if it is right also. No, it is wrong; it does not tell about the picture. Let us read the two sentences again, and put a line under the right one." The two similar exercises may be done in the Work Book and later the picture may be colored.

*New Words:* likes, picture.

**Page 9.** After the children have discussed the picture at the top of this page, the teacher will say, "Under the picture we are told what Jerry and Jane say about the picture. How many children can read the sentence that tells what Jerry says?"

The children will whisper the sentence to the teacher and will then read it aloud. Do the same with "what Jane says." Similar directions to those given for page 8 will be given for the exercises at the bottom of the page. The word *at* may be worked out from a discussion of the last picture. Later the pictures may be colored.

*New Words:* says, home, at.

**Page 10.** If the pre-primer work as outlined has been carefully followed, the average class should be able to read this page and to follow the directions.

If more supplementary exercises are required, Chart 6 page 34, Chart 8 page 37, and the reading activities suggested in connection with the charts, should be reviewed. After the children have read the page and followed the instructions, the teacher will give the directions for cutting out the toy dog and toy cat, and pasting them in the upper picture where the dotted lines indicate.

*New Words:* runs, with.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 5-6.**

The sentences in the first exercise on page 8 of the Work Book may be put on the board and read by the class. Then the directions, *Draw this picture*, *Color this picture*, may be put underneath. It should be explained to the class, that whenever the direction, *Draw this picture*, is given after a group of sentences, they should try to make their pictures tell the same thing that the sentences tell.

A picture of a house may be drawn on the blackboard, and the sentences on page 9 of the Work Book printed underneath. The direction *Draw the picture*, may be put in before *Color the picture*. The teacher will hold the yardstick under the sentences while the children read them. The children will then follow the directions. The other sentences on page 9 may be printed on the board in two groups, with a picture of a boy beside the first and a dog in its house beside the second. The children will read the sentences to find which one tells about the picture, and then will draw a line under the right sentence. Later, with their crayons, they may draw pictures to illustrate the other sentences. The teacher may show some pictures, and the children will find the proper titles for them. The sentence cards, with the various sentences printed on them, may be read and placed near the appropriate pictures.

Chart 8 and the reading activities based on this chart should be reviewed (page 37). Then the sentences on page 10 of the Work Book may be printed on the board, and the directions, *Draw the picture*, inserted before *Color the picture*. The direction to draw should also be inserted before *Color the toy cat*, etc.

## READING IN THE PRIMER

**Pr. Pages 5-6.** For general method of procedure see pages 76-77. The pictures should be discussed before reading each page.

**Pr. Page 5.**

*Introduction:* "Who is the boy in the picture? Who is the girl? Who is the man? What has he in his

hands? I think Jane is saying something to the storekeeper. What do you think she is saying? Let us read and see what she says."

*Reading:* "Put your marker under the first line. It tells you that Jane is talking. Put your marker under the next line. It tells what Jane says." The teacher will let different children whisper it to her and will then have a child read it orally. "Now let us read what Jerry says," and so on.

*Review:* "Play you are Jerry and find the sentence that tells what you like. Play you are Jane and put your marker under the sentence that tells what you like."

### Pr. Page 6.

*Introduction:* "What is Jane carrying? What is Jerry carrying? Where are they running with the toy dog and toy cat? Let us read about them."

*Reading:* "Put your marker under the first line, and find where Jane runs with the toy cat." One child will tell and another will read. Slip your marker under the next line and proceed as before.

*Review:* The children will read silently and will then do what the sentence says. "Frame the words that tell what Jane does. Frame the words that tell where Jerry is running to. Find the words that tell with what Jane is running. Read the sentence that tells about the toy dog. Frame the words that tell what Jane likes."

### PHRASES AND SENTENCES FOR REVIEW ACTIVITIES

The sentence cards will be found useful for review activities.

Jane says  
I like  
the toy cat  
the toy dog

runs home  
with the toy dog  
runs with the toy cat  
Draw a dog  
Color the cat

## PART ONE—SECTION 3

PRIMER: *JERRY AND JANE*, PAGES 7-10,  
*WORK AND PLAY*, PAGES 11-16.

## 1. PREPARATION WITH THE WORK BOOK

**Page 11.** The exercise on the upper part of the page can be carried on without blackboard demonstration. The same procedure that was used for page two should be followed for the second exercise on this page.

*New Words:* big, little.

**Page 12.** This page may be used in the same way as page 8. It may be reviewed by the use of Introductory Chart 11, or by a co-operative story, as Lesson 16, page 48.

*New Words:* has, to.

**Page 13.** This page should be preceded by a lesson on counting objects, first one object, then a group of two and a group of three. Pictures may be drawn on the board, the proper number names printed underneath. Cards with one, two, three printed on them should be shown for the children to match with pictures or objects in the room.

When the Work Books are open have the children look at the first exercise, count the objects in each picture and read what is said underneath. Then tell the pupils to look at each picture in the next group, and count the objects in each picture, read the words *one, two, three* and draw a ring around the word that tells the number of objects in the picture.

If the pre-primer work has been done carefully, this last exercise may be read by the average class without supplementary help.

Those who need further practice may do some more preparatory exercises. Chart 14 and the follow-up activities may be reviewed (page 53).

*New Words:* one, two, three, have.



**Page 14.** On this page are introduced names of the dog and the cat, *Laddie* and *Snow*. The assignment should be preceded by a conversational lesson on the proper names of some of their pets. The names, *Laddie* and *Snow*, should be printed on the board, or on cards and shown to the class. The name, *Laddie*, may be shown to the class and they may be asked to imitate the noise Laddie makes and so on for Snow.

The words *Mew! mew!* and *Bow-wow* may be printed on the board, or on cards, and when the name, *Laddie*, or the word, *Bow-wow* is shown the children may respond by making the proper sound. The sentences *Laddie says, Bow-wow* and *Snow says, Mew! mew!* may be read by the children. They will look at the picture in the Work Book, noticing the way Jerry and Jane have written the names of their pets in the sand with small pebbles. Using markers, the children will read what is underneath the picture, in unison with the teacher and individually, and will then follow the directions. In the lower exercise they are told to cut out the words at the end of the page and to paste them in the spaces indicated by the dotted lines in the picture.

*New Words:* Laddie, Bow-wow, Snow, Mew! mew!

**Page 15.** The teacher draws on the board, in a row, a rough sketch of a big cat, a little cat and a doll, and asks the children to tell her what each of these pictures represents. She then prints on the board a little cat, telling the children that these words tell about one of the pictures. "I shall point to each of these pictures. If I point to the right picture you will say 'right'. If I point to the wrong picture you will say 'wrong'." The teacher should point to a wrong picture first. When the right picture is located she should let some child draw a line around the picture. The children may now use page 15 of the Work Book. The teacher

will call their attention to the three pictures on the top row, will show them how to look at the word and then at each of the three pictures, and will explain that they are to draw a line around the picture that goes with the word. The children can then complete the page themselves.

*Phonics:* Some of the phonic ear training exercises (see page 8) may be used in connection with this page. The children may pick out pictures whose names begin with similar sounds, as—boat, boot; box, bottle; doll, dog, duck.

*New Words:* None.

**Page 16.** This page may be preceded by the making of a co-operative story on, *What we shall play with after school*. By suggesting and editing the sentences, the teacher will get from the children such sentences as: "I shall play with my wagon," "I shall play with my doll," "I shall play with a boy, too." These should be printed on the blackboard, and read by the children. The words *shall play* should be stressed, the word *too* should also be introduced.

After the children have discussed the picture on the Work Book page, they should read, using their markers, the sentences underneath, and should follow the direction. For the lower exercise, follow the same procedure as was used for page 12 of the Work Book.

*New Words:* shall, play, too.

## 2. PREPARATION WITHOUT THE WORK BOOK

### Pr. Pages 7-10.

Chart 14 should be reread, and the words *big*, *little* and *have*, emphasized. The sentence cards, *This is big*, and *This is little*, may be matched to big and little objects, and pictures round the room. The pictures at the top of page 11, in the Work Book, should be drawn

on the board, and the sentences printed underneath with the extra sentence, *Draw the little dog*, inserted before *Color the little dog*; and similarly under the big dog, *Draw the big dog*.

A picture of a big home and a little home, a big cat and a little cat, and a big doll and a little doll, may be drawn on the board with similar sentences. The children may follow the directions, drawing on the blackboard or at their seats.

*New Words:* little, big, have.

The group of sentences on page 12, of the Work Book, may be printed on large paper, or on the board, and suitable pictures drawn. If this is not feasible, the teacher may say, in relation to the first group of sentences, "I am thinking of a big dog. Find the right sentence." And so on. The lesson may be conducted as a class exercise, the children whispering the right sentence to the teacher.

*New Words:* has, to.

To introduce the new words on page 13 of the Work Book, pictures should be drawn on the board or cut from magazines containing one, two or three objects. The children should then match to the proper pictures, cards on which the number names are printed. The children should also match the number names to objects and pictures around the room.

*Follow-up Activities:* Directions to draw may be printed on the blackboard as, *Jane says, I have two cats, Draw one big cat, Draw one little cat, Jerry says, etc.*

*New Words:* One, two, three.

The names *Snow* and *Laddie* may be introduced by asking the class to try to guess the name of Jerry's dog and Jane's white cat. Later the names may be printed on the board, or on cards and told to the children.

Material similar to that on page 14, of the Work Book, may be printed on the board, or made up with the sentence cards in the chart holder. The word

cards *Mew! mew!* and *Bow-wow* may be shown to the children, and they may respond by making the appropriate sound. Later, one child may be a dog; another a cat. They should wear labels. Then the teacher may mix up the cards, and place one beside the mouth of the child labelled "the dog." The children will say "Right," if the right animal has been selected, and "Wrong," if it has not.

The teacher may print the sentences *Laddie says* and *Snow says*, on the board, and hold the cards *Bow-wow*, or *Mew! mew!* after them; when the right card is held the class will imitate the sound. If the wrong card is shown they will remain silent.

*New Words:* Laddie, Bow-wow, Snow, Mew! mew!

Phrases like those on page 15 may be printed on cards, which the pupils may place under appropriate pictures drawn on the board, or cut from magazines. The phrases may also be printed on the board and the pupils asked to draw pictures or to cut out magazine pictures to illustrate them.

*New Words:* None.

The same procedure should be followed as was suggested on page 94 of the *Manual*, to introduce page 16 of the Work Book. The teacher should hold the marker under the sentences as the children read them. Individual children may be asked to hold the marker under the sentence that tells what they themselves will play with after school. Then the sentences in the first exercise on page 16 should be printed on the board and read by the children. The directions: *Draw Jerry; Draw Jane, too; Color the pictures;* should be printed on the board, read and followed.

The sentences in the lower exercise may be printed on the board and illustrated by the children.

*New Words:* shall, play, too.

## READING IN THE PRIMER

**Pr. Pages 7-10.**

For the general method of procedure see pages 76 to 77. The pictures should be discussed before the reading of each page.

**Pr. Page 7.**

*Introduction:* "Whose cat is this in the picture? What is its name? What does Snow say? Let us read about Jane's cat."

*Reading:* Children read to themselves using their markers. Individual children may then read and tell all about Snow.

**Pr. Page 8.**

*Introduction:* "How many cats has Jane? Which is the big cat? Let us read and see what Jane says about her cats."

*Reading:* The children read silently, the teacher carefully supervising to see that good habits are being formed, and assisting with difficult words.

*Review:* "Tell us what Jane says. Read and tell us what she says about her big cat. Tell all about her two cats."

**Pr. Page 9.**

*Introduction:* "Whose dog is this in the picture? What is the name of Jerry's dog? Where is Laddie? Let us read about Laddie."

*Review:* "Tell all about Laddie. Read (orally) all about Laddie."

**Pr. Page 10.**

*Introduction:* "Whose dogs are in the picture? How many dogs has Jerry? What is Jerry doing with his dogs? Let us read and find out what Jerry says about his dogs."

*Review:* "Tell all Jerry says about his dogs. Read and tell what Jerry says about Laddie. Read and tell what Jerry says he is going to do with the dogs."

**Pr. Pages 7-10.**

*Sentences and Phrases for Review:*

Jane has	two cats
a big cat	the dog's name
at home	a dog and a cat
the cat's name	I shall play
Snow says	Say, "Bow-wow"
Mew! mew!	Say, "Mew! mew!"
Laddie says	Say, "My two cats"
Bow-wow	Color the big dog.
I have	

## PART ONE—SECTION 4

PRIMER: *JERRY AND JANE*, PAGE 11,  
*WORK AND PLAY*, PAGE 17.

### 1. PREPARATION WITH THE WORK BOOK

**Page 17.** This page should be preceded by a black-board demonstration. Questions similar to those in the Work Book may be put on the board, and read and answered orally as a class exercise. The first question in the Work Book may be read together, the teacher directing the children, to look for the picture that answers the question, and to draw a line from the end of the sentence to the picture. The page may then be completed without further directions.

*New Words:* Who, likes.

### 2. PREPARATION WITHOUT THE WORK BOOK

**Pr. Page 11.**

The questions on page 17 of the Work Book may be put on the board, or on a card, and read and answered orally as a class exercise. Then one child may read one of the questions, and another child may find or draw



the picture that will answer the question. The sentence cards may be used also to answer the questions, the children finding the sentence card that correctly answers the question.

**Pr. Page 11.** This page is made for a class exercise. It tests comprehension of the contents of the stories contained in the first of Part One of the Primer. The teacher says: "On this page are some questions that ask about things in the stories we have read in *Jerry and Jane*. Who can read the title?" The children may then read the questions silently, and answer them orally. If certain pupils have doubts concerning the answers to any of the questions, the teacher should encourage all the pupils to reread the primer from the first. It may be advisable to ask some of the pupils to reread the material orally.

## PART ONE—SECTION 5

PRIMER: *JERRY AND JANE*, PAGES 12-13,  
*WORK AND PLAY*, PAGES 18-19.

### 1. PREPARATION WITH THE WORK BOOK

**Page 18.** Before reading this page, the reading activity suggested on page 41 of this *Manual* should be presented. The action words, *Jump*, *Come to me*, *Come and play* should be stressed. After the children perform an action, the teacher may say, "I think," and print on the board, *You like to jump*. *You like to come and play*, etc.

The children and teacher may read together the first exercise on page 18 of the Work Book. The children should then be able to read the whole page silently and follow the directions.

*New Words:* jump, you, come, me.

**Page 19.** The word *takes* may be developed from the two pictures in the Work Book. "Let us look

at the first picture. What is Jerry doing? What is Jerry doing in the next picture?" etc. "Put your marker under the first sentence; it tells what Jerry is doing." If a child hesitates over the word *takes*, let him read the first and the last of the sentence and try from the context and the picture to supply the new word. After the sentence has been read silently, and several children have whispered it to you, have it read orally. Then ask the children to find and frame the word *take* with their finger and thumb. When the first directions have been completed they may undertake the next exercise without further help.

*New Word:* takes.

## 2. PREPARATION WITHOUT THE WORK BOOK

### Pr. Pages 12-13.

The reading activity suggested on page 41 should be reviewed. The children may take the part of Jerry, Jane, Snow and Laddie; the sentences on page 18 of the Work Book should be printed on the board and dramatized by the children. Other sentences similar to the following should be read and dramatized by the children:

Take the toy cat, Snow.

Come, Laddie, take the toy dog.

Take the toy dog and run to me, Laddie.

Take the toy cat and run to me, Snow.

The word *take* should be found by the children and framed.

*New Words:* jump, you, come, me, take.

### Pr. Pages 12-13.

### Pr. Page 12.

*Introduction:* "Can you think of a good title for this picture?" The teacher may print on the board any good titles that are suggested. *At Play* should be

given by the teacher, if the pupils do not suggest it. The children read to see what the title is. "What do you think Jerry is saying to Jane? What do you think he is saying to Laddie and Snow? Let us read and find out."

*Review:* "Tell what Jerry says. Read what Jerry says to Jane. Read what Jerry says to Snow and Laddie."

### Pr. Page 13.

*Introduction:* "What do you think Jane is saying to Snow? What is Jerry saying to Laddie?"

*Review:* "Tell what Jane says to Snow. Tell what Jerry says to Laddie. Put your marker under the sentence that tells what Laddie did. Read this part. Find and read the part that tells what Snow did."

### *Phrases for Review in Activities and Games:*

at play	Jump, Snow
Come and play	take the toy dog
You like to play	Run to me

*New Word:* take (takes has been used in the Work Book.)

## PART ONE—SECTION 6

PRIMER: *JERRY AND JANE*, PAGES 14-16,  
*WORK AND PLAY*, PAGES 20-24.

### 1. PREPARATION WITH THE WORK BOOK

**Page 20.** The pupils should look at the pictures at the top of this page, and decide from each what the word under the picture is. If the new words are not learned easily and quickly, a game may be played, in which the same words appear in a list on the black-board, and various pupils are asked to point out *wagon* and *doll-carriage*.

The children should then be asked to read the first section on the Work Book page, and follow the direc-

tions. In the next exercise the words *put* and *into* may be told, and the class instructed to color the doll and the toy cat and dog, to cut them out and to put them where the sentences direct. Before they are pasted on the page, the children may read orally the last section of the page, so that each child may know whether or not he has read and followed the directions correctly.

*New Words:* wagon, doll-carriage, put, into.

**Page 21.** This page may be preceded by a short drill using the new words *look for*. The teacher may put the words on the board, or on a card, and show them to the class, directing them to look for different objects in the room. If further drill is needed, the exercises suggested under "The Plan without the Work Book" should be used.

The first section in the Work Book may be used as a class exercise, the children being directed to look at the three pictures, and to draw a ring round the picture they were asked to find. The rest of the exercise should be completed without further help.

*New Words:* look, for.

**Page 22.** A co-operative story that will introduce the new words, *she, he, gives, ride*, may be printed on the board and read by the class. A story similar to the following may be used:

Jerry has a red wagon.  
He gives the toy dog a ride.  
He gives Jane a ride, too.  
Jane likes to ride in the wagon.  
She likes to ride with the toy dog.

Attention should be directed to the new words.

The class should then look at the pictures, on page 22 of the Work Book, and decide from each picture what the story beside the picture will be about. The chil-

dren should then read the first section on the Work Book page. After this they should be told, that they are to read everything that the page says, and do what it says. When the coloring is completed, different children may read orally a section of the page so that each child may know whether or not he has read correctly.

*Follow-up Activity:* When the Work Book page has been completed, it may be pasted on some heavier paper and the pictures and sentences cut apart. The material may then be used for a picture and sentence-matching activity. The children may construct a large envelope in which to keep the pictures and sentences. Other pictures and sentences may be added from time to time.

*New Words:* she, he, gives, ride.

**Page 23.** The children should look at the first picture on this page and decide from the picture what the new word under the picture is. From the second picture they should decide what Jane is saying to the little dolls. A command *Go to sleep* may be put on the board, or on a card, and read and dramatized by the children. They should then be told to read everything that the page says, and to do exactly as it says. After the coloring is completed, different children may read orally the sections of the page, so that each child may know whether he has colored correctly.

*Follow-up Activities:* 1. For further drill the teacher may put these sentences on the blackboard, and ask the pupils to follow the directions. Have several children read the directions aloud before the picture is drawn:

Draw a big blue bed.

Draw a little brown bed.

Jane and the doll go to sleep in the big blue bed.

The toy cat sleeps in the little bed.

Draw this picture.

2. The class may also go ahead with a sandtable, or other constructive projects that were suggested on page 82 of the *Manual*.

*New Words:* *bed, go, sleep, shall.*

*Phonetics:* The initial letter *b* in *bed* may be noted, and the children asked to suggest other words beginning with the same sound. They have had the words: *boy, big, black, blue, brown, and bow-wow* in their reading. Since *b* is one of the most common initial sounds used in the Primer, the class may very well keep on a chart or blackboard a list of words beginning with this sound, adding to the list as a new *b* word appears.

Page 24. The abler pupils will probably manage this page without assistance. The words, *out* and *away*, may be arrived at from the pictures and the context; *but*, however, may be confusing and should be told to them.

*New Words:* *out, but, away.*

## 2. PREPARATION WITHOUT THE WORK BOOK

### Primer, Pages 14–16.

The new words, *wagon* and *doll-carriage*, may be introduced by drawing a picture on the board, or by showing pictures cut from periodicals, or, better still, by having the real toys to play with and talk about. If the toys are available (simple toys constructed from boxes may be used), the following directions may be printed on the board and read and carried out by the children:

Put the toy dog into the wagon.  
Put the toy cat into the doll-carriage.  
Take the toy cat out.  
Put the doll into the doll-carriage.

The following sentences may be printed at different places on the board: *Draw a doll-carriage. Draw a wagon.* After the children have drawn pictures on



paper at their desks, print under the directions already given, *Put a toy cat in the doll-carriage. Color the toy cat brown. Put a toy dog in the wagon. Color the toy dog black.*

To cover the Work Book page 21 the teacher may say: "I am going to tell you on the board to look for something. First you must read and find out what you are to look for and then you will see if you can find it." The teacher prints on the board *Look for*, telling the children what the words say. Then sentences like the following should be printed on the board:

Look for the toy cat.

Look for a big girl.

Look for a doll-carriage.

Pictures of a little dog, a black cat, a white cat, two little boys, a big wagon, and a doll-carriage may be drawn on the board, or cut from magazines. The directions *Look for a little dog*, etc., will be printed on the board, and the children will look for the proper picture.

*Follow-up Activity:* Directions to *Look for a wagon*, etc., may be printed on the board, and the children will look through a magazine or catalogue till they find a picture of the object. The picture may then be cut out and pasted into a small scrap-book. The children may try to print the name under each picture.

Write the exercises on page 22 of the Work Book on the board, and read them with the children. Insert the direction, *Draw this picture*, before the direction, *Color the picture*. Call attention to the new words. After the reading the class may draw at their desks and color illustrations for each. Check up by having the sections re-read orally and the picture shown for each. The best pictures may be placed on the board beside the section that it illustrates.

*New Words:* she, he, gives, ride.

The lesson on page 23 of the Work Book may be covered by drawing a bed on the board, and printing underneath, *This is a bed*. Then the new word may be derived from the picture.

The following directions may be printed on the board, and read and dramatized by the children, using a toy bed (box), the doll, and toy dog and cat.

Put the doll in the bed.

Say to the doll, "Go to sleep."

Put the toy cat in the doll-carriage.

Say to the toy cat, "Go to sleep."

Put the toy doll to sleep.

Put the toy dog in the bed.

For variation the class may close their eyes while a child carries out one of the directions. The children will then look at the toys to see which action was performed and the direction may then be found and the marker held underneath the sentence.

For further drill use the activities suggested in the Plan with the Work Book, page 104 of this *Manual*.

*Follow-up Activities:* A group game like the following may be played: The words *jump in*, *jump out*, and *run away* are printed on cards. A large circle is drawn on the floor to represent some water. When the cards are shown the children follow the directions. If any child makes a mistake, he must stay in the water until the card *run away* is shown.

One of the games described on pages 79-80 may be used to review the following words:

jump  
you  
come  
me  
takes

wagon  
doll-carriage  
put  
into  
book

for  
she  
he  
gives  
ride

bed  
sleep  
go  
out  
away

#### Pr. Page 14.

*Introduction:* "What is Jerry doing? What is Laddie doing?" The class should read the page silently.

*Review:* "Tell what Jerry and Laddie are doing. Read what Jerry says. Read what Laddie is doing."

*Follow-up Activity:* Have the children do seat or blackboard work as the following directions are shown:

Draw the toy dog in the wagon.

Color the wagon red.

Draw Laddie.

Color Laddie brown.

### Pr. Page 15.

*Introduction:* "What is Jane doing? Who is in the doll-carriage? Who do you think put the cats into the doll-carriage? Read and tell us."

*Review:* "Tell everything that Jane did. Read the first thing that she did. What did she do with the cats in the doll-carriage?"

### Pr. Page 16.

*Introduction:* "What do you think Jane is saying to the two cats? Do you think Snow will go to sleep? Let us read and see."

*Review:* "Tell what Jane says to the cats. What did Snow do?"

#### *Phrases and Sentences for Review:*

a wagon	She puts	go to sleep
He puts	into the doll-carriage	but Snow
into the wagon	she gives	jumps out
for a ride	the little cats	runs away

## PART ONE—SECTION 7

PRIMER: *JERRY AND JANE*, PAGES 17-19,  
*WORK AND PLAY*, PAGES 25-27.

### 1. PREPARATION WITH THE WORK BOOK

**Page 25.** The children, except in the case of a slow group, may read this page and carry out the directions without advance instructions. The word *draw* has

been continually used in board activities and should be derived from the context. When the drawings are completed each section should be reread orally to see that the directions have been correctly followed and to insure the recognition of the new words.

*New Words:* horse, it, draw, on.

**Page 26.** This page should be read carefully before any work is done. It is an exercise in reading, and carrying out of directions. The children put the pictures of Jerry and Jane in the proper place, and paste them in only after the placing has been approved. The words *cut out* and *paste* should be associated with scissors and a bottle of paste. These articles may be labelled and placed where they can be seen and referred to. Let the children correct one another's exercises.

*New Words:* them, cut, paste.

**Page 27.** This page should be used in a similar way to page 12 of the Work Book. The word *can* may be developed before in a blackboard exercise in which the children may tell everything they can do as:

I can play.  
I can ride.  
I can draw.

After the children have completed the work on page 27, they may color the pictures.

*New Word:* can.

**Pages 25-27.** If further experience is needed with the new words on these pages, some of the suggestions under "Plans without the Work Book" should be followed.

## 2. PREPARATION WITHOUT THE WORK BOOK

### Primer, Pages 17-19.

The new word *horse* may be presented to the children, by showing them a picture of a horse with the word

printed underneath. A co-operative story including the new words may be developed and put on the board as:

This is a big horse.  
It is a big brown horse.  
The horse can run.  
I can ride on a horse.  
I like to ride on it.

Precede the first exercises on Work Book, page 25, with this sentence, *Draw a horse*, omitting *This is a horse*. Change the other exercises in a similar manner. Then put the other exercises on the board for the class to follow. The child should read each exercise and carry out the directions. Let the class exchange pictures and see if any errors in drawing or coloring can be found.

*Follow-up Activity:* If a toy horse is available these directions may be written on the board and followed by the children:

Put the toy dog on the horse.  
Put the doll on it, too.  
Take the toy dog away.  
Put the toy cat on the horse.  
Give the toy cat a ride.

Note carefully the words and phrases that seem troublesome and drill upon these by using one of the games listed on pages 79-80.

*New Words:* horse, it, draw, on.

As was suggested in "Plans with the Work Book" (page 108), the new words *cut out* and *paste* should be associated with scissors and paste. The following directions may then be printed on the board, or on a chart, and read orally by individual children:

Draw a picture of a wagon.  
Color it red.

Draw a picture of Jerry.  
Color Jerry brown.

Draw a picture of Jane.

Color Jane blue.

Cut out Jerry and Jane.

Paste them on the wagon.

After the reading the class may follow the directions given, drawing the pictures at their seats.

*New Words:* cut, paste, them.

To cover the Work Book, page 27, the group of sentences may be printed on a chart or on the board, and suitable pictures drawn. If the teacher prefers, instead of drawing the pictures, she may say in relation to the first group of sentences, "I am thinking of a big wagon. Find the right sentence." And so on. The lesson may be conducted as a class exercise.

*New Word:* Can.

### **Pr. Page 17.**

*Introduction:* "What has Jerry? What do you think he likes to do with his little black horse? Would you like to read and find out?"

*Review:* "Tell about Jerry's horse. Read the part which tells what he likes to do with his little black horse."

### **Pr. Page 18.**

*Introduction:* "What is Jerry doing? What is Jane doing? Jerry and Jane are talking. Let us read and find out what they are saying." The class reads silently.

*Review:* "Tell what Jerry says. Tell what Jane says. Play that you are Jerry and read what Jerry says."

### **Pr. Page 19.**

*Introduction:* "Pick out the black things in the picture. Pick out all the white. What things are red?"



*Review:* "What color is the toy cat? What is black and brown? Read about the toy dog. Read about the toy that is brown and red."

## PART ONE—SECTION 8

PRIMER: *JERRY AND JANE*, PAGE 20,  
*WORK AND PLAY*, PAGE 28.

### 1. PREPARATION WITH THE WORK BOOK

**Page 28.** The average class will probably manage this page without assistance. With the slower group it may be desirable for the teacher to study the first question with the class, and demonstrate on the board what is to be done.

*New Words:* which, are, right.

### 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Page 20.** The teacher may prepare for this *Which is right* exercise by having the class reread Introductory Chart 14, page 54 of this *Manual*, or by using a simple blackboard exercise as:

Which is Right?

Snow can run.

The toy cat can run.

The toy cat is white.

The toy cat is black and white.

Jerry's dogs are red.

Jerry's dogs are black and brown.

*Follow-up Activity:* The children may read the sentences again and draw a picture of the one which, in each case, is right.

**Pr. Page 20.** This page is intended for a class exercise. It tests comprehension of the contents of the stories in Part One of the Primer. The teacher should introduce the page by asking: "Who can read

the first sentence?" (The word *title* may be used in place of *first sentence*, if the children know what title means.) The teacher says: "On this page are some sentences; they tell things about the stories we have read in Jerry and Jane. Some of these things are true and some are not true. As we read each sentence you must tell me whether what it says is right or not. Mary, will you read the first sentence?" "Yes, the sentence is 'Jane is a little girl.' Is this right?" After Mary has answered, the teacher asks the class if it is right. The same procedure is followed with the other sentences on the page. If there are any doubts as to the truth of any sentences, the children should be encouraged to read Part One from the beginning. Indeed, with most classes the teacher will find it advisable to reread the material orally.

## CHAPTER VIII

### PART TWO

### AT HOME

PRIMER: *JERRY AND JANE*, PAGES 21-32,  
*WORK AND PLAY*, PAGES 29-40.

*Aim:* The following are the objectives of the work in this period. That the pupil may:

1. Show an increasing *interest in reading books*, bulletin board announcements, charts, notices, etc.,

2. Become interested in *learning new words*, both at school and at home,

3. Discover *ways of helping himself* in his reading, such, for example, as using the context or the picture to anticipate the word,

4. Acquire some *phonetic sense*. (The pupil should begin to notice similarities and differences in words. The Work Book exercises provide for a gradual increase in this type of observation of words.)

5. Become able in most cases to *read without the liner*, as a result of the development of the elemental eye-movement habits. (Markers should be discarded as soon as this stage is reached.)

6. *Read with less assistance* than before and read *longer assignments* more fluently.

*Activities:* The second unit of the Primary work deals chiefly with family life in a typical Canadian household. The interest of the children may be aroused, and their experiences broadened, by the introduction of a class project centering in the home and family life.

The children may bring pictures or make drawings of their own homes. The home equipment, windows, fireplaces, furnaces, furniture, rugs, dishes, etc., may be

discussed, and their purposes explained. The children may tell what they do at home, and proper habits of living and helping in the home may be considered. The teacher must exercise good judgment here, not to embarrass the child from the so-called poor home.

A model house may be made by the class or by each group. Cardboard or wooden boxes may be used, and very attractive toy furniture may be constructed from small boxes, spools, pieces of silk or colored paper. The walls may be papered, and a rag rug may be woven by the class on a small loom.

Small dolls to represent the family may be constructed, see page 265, and different activities, as told about in the Primer, may be depicted in the model house from time to time, e.g., the family at dinner, the family sitting round the fireplace, or the children going to bed.

If there is space and equipment in the room, a large house may be built with screens, large wooden boxes or blocks. Toy furniture, large enough for the children to use, may be made, and simple home scenes may be dramatized here by the children.

Word cards or labels may be placed upon the articles of furniture such as *chair, table, fireplace, rug, bed, etc.*, so that the children may learn these words incidentally.

For assistance in arranging projects of this type the books listed on page 265 will be found useful.

The following books contain material suitable for reading to the class in connection with home life:

AUTHOR	TITLE	PUBLISHER
Adams	<i>Five Little Friends</i>	Macmillan
Holt	<i>The Story a Day Book</i>	Macmillan
Bailey	<i>The Children's Hour</i>	Bradley
Lindsay	<i>Mother Stories</i>	Bradley
Bryant	<i>Stories to Tell to Children</i>	Bradley

## PART TWO—SECTION 1

PRIMER: *JERRY AND JANE*, PAGES 21-24,  
*WORK AND PLAY*, PAGES 29-32.

## 1. PREPARATION WITH THE WORK BOOK

**Page 29.** The pupils should look at each picture, and decide from the picture the word underneath. If the new words are not easily learned, they may be used in a story about the family. The children should then be asked to read the first section on the Work page. The word of should be derived from the context.

*Follow-up Activity:* For further drill the teacher may put these sentences on the board, and ask the children to follow the directions. The children will look through periodicals for a picture of a man, etc.

Look for a picture of father.

Cut out the picture of father.

Look for a picture of mother.

Cut out the picture of mother.

Look for a picture of baby.

Cut out the picture of baby.

These pictures may be pasted into a booklet and the words printed under each picture.

*New Words:* mother, of, father, baby.

**Page 30.** The children should look at the first two pictures, and decide what the single word under each picture is. The word *children* may be developed as a word that means boys and girls. It may be shown on a card when giving class directions or elsewhere. The picture in the last section should be studied. "Why has mother come to the window? What do you think she is calling to the children?" The words *mother* and *calls* may be printed on the board, and the children may read them as they suggest sentences that mother might call.

The children should then read the story silently, and follow the directions. They should master their difficulties by referring to the pictures, or by recalling a previous use of the word. After the directions have been carried out, the work should be checked up by oral reading.

*New Words:* children, house, calls.

**Page 31.** The children may read this page, and carry out the directions without advance instruction, except in the case of a slow group, to whom a list of things found in the room may be given and *chair* and *table* especially noticed. When the coloring is completed, however, they should be tested by oral reading of the page to insure the recognition of the new words.

After the children have completed the directions, they may paste their house on a large sheet of paper, and may do further drawing and coloring of a garden round the house. They should also continue the work of their sand table or other constructive project about the house.

*New Words:* chair, table.

**Page 32.** Remind the pupils how to do this exercise from their experience with Work Book, page 12. They can probably work out the new word, *sits*, from the context, or, if the action words have been used as suggested page 70, this word will be familiar. *Her* and *by* should be derived from the pictures and the context.

*New Words:* sit, her, by.

*Follow-up Activities:* Pages 30-32. 1. The following sentences may be put on the board or on a chart for oral reading by the children. All words and phrases that are not recognized readily should be noted, and used in another drill. A marker may still be used as a guide.



Mother is in the house.  
 Mother calls the children.  
 The children come home.  
 Mother sits in her chair.  
 Baby sits by mother.  
 Baby plays with the cat.  
 The chair is by the table.  
 Father comes into the house.  
 He plays with the children.

2. *Phonetics*: See page 8 of this *Manual*. The children may be asked for words that "sound like" (rhyme with) the words listed below. This exercise should be made a game, and carried on informally. When the children cannot supply a rhyming word, the teacher assists. This game is for ear-training, and consequently it is not necessary that the rhyming words be written on the board.

cat	run	white	chair	house
dog	red	lig	sit	play
sleep	blue	brown	cut	

## 2. PREPARATION WITHOUT THE WORK BOOK

### Primer, Pages 21-24.

To cover page 29 of the Work Book, show pictures of Father, Mother and Baby. Have the names printed under these pictures, and place them where they can be seen by all. These pictures may be left up for reference. Print the words on the blackboard, and let the children pick out the different names as they are named. The following sentences may be printed on the board at different places and read by the class:

This is Mother.  
 Mother is at home.  
 This is Father.  
 Father plays with Jerry and Jane.  
 This is baby.  
 Baby has a little doll.

Then underneath each group may be printed the directions to cut out, for example, under the first group of sentences print, *Cut out a picture of Mother*. The children may be directed to look in a magazine for a suitable picture, and so on for Father and Baby.

*New Words:* Mother, of, Father, Baby.

To cover the words on page 30, show a picture of some children with the word printed underneath, also a picture of a house. These pictures may be placed beside those of Father, Mother and Baby, and be left up for reference. The sentences under the picture in the first section should be printed on the board for the children to read and follow. The directions, *Draw the children*, *Draw the house*, may be inserted before the directions to color.

Put on the board the sentence, *Mother calls*, and let the children suggest the things their mothers sometimes say when calling them. Some of these may be put on the board and read as a class exercise, as:

Mother calls, "Come children, come into the house."

Mother calls, "Come home, children."

Mother calls, "Come, children, father is in the house."

Mother calls, "Go to sleep, children."

*New Words:* calls, children, house.

If the objects in the room were labelled, as suggested on page 16 in this *Manual*, the new words, *chair* and *table*, on page 31 of the Work Book, will be familiar to the children. Show the children pictures of a chair and a table with the names underneath. If these words are not familiar to the children, leave the labelled pictures where they may be seen and referred to.

The following directions may be put on the board and read and followed by the children:

Draw a big doll house.

Color the house red.

Draw a little brown chair.  
Cut out the chair.  
Paste the chair in the house.

Draw a little cat.  
The cat sits by the chair.  
Paste the cat by the chair.

Draw a little brown table.  
Cut out the table.  
Paste the table in the house.

The exercise on page 32 of the Work Book may be used in the same way as was suggested for a similar exercise on page 110 of the *Manual*.

*New Words:* sits, her, by.

*Follow-up Activities:* Those suggested for use with the Work Book, Manual page 116, should be used.

Also one of the games listed on pages 79-80 may be played to drill upon the following words:

mother	calls	of	sits
father	house	line	her
baby	table	around	by
children	chair		

**Pr. Pages 21-22.** These pages may be introduced by a short conversation on Jerry and Jane's home. "Would you like to know what kind of home Jerry and Jane lived in? I wonder what their mother looked like." After these points have been discussed, the Primer may be opened at page 21, and the teacher may read these words *Part Two*, without requiring the children to learn them. The children should be encouraged to look at, and to discuss, the illustrations on both pages and the title on page 21. Page 22 should then be read silently by the class.

*Review:* "What did mother call? What did the children do? Who ran to the house when mother called?"

*Follow-up Activity:* Have the children do seat or blackboard work as the following directions are shown:

Draw a big house.  
Draw Mother in the house.  
The children run to the house.  
Draw the children.  
Color the picture.

(Mother may be drawn at the window or door.)

### Pr. Page 23.

*Introduction:* "What is baby doing? Why does she not go out and play with Jerry and Jane? Read all about baby."

*Review:* "Tell all about baby. Why does she sit and play with her doll?"

### Pr. Page 24.

*Introduction:* "What is father doing? What game do you think father plays with the children? Should you like to read and find out?"

*Review:* "Tell what father plays with the children. Read what Jerry and Jane say about the baby. What time of day is it?"

*Follow-up Activities:* 1. A game may be played in which different children represent *Jerry, Jane, Mother, Father, Baby, Laddie* and *Snow*. These characters may wear appropriate labels. Each character must introduce himself to the class and tell something about himself, as:

I am Jerry.  
I have a dog.  
He is called Laddie.

I am Mother.  
I live in a big house.  
My children are Jerry, Jane and Baby.

2. Simple riddles may be presented on the board for the children to read and guess. They may draw a picture of the answer to the riddle.

I am little.

I am a boy.

I am at home.

I am too little to run.

I have a dog.

I call the children.

I sit in the chair.

Father plays with me.

Baby is with me.

Who am I?

Who am I?

Who am I?

## PART TWO—SECTION 2

PRIMER: *JERRY AND JANE*, PAGES 25-28,  
*WORK AND PLAY*, PAGES 33-38.

**Page 33.** This is a new type of exercise, and therefore should be demonstrated on the blackboard. The following sentences may be printed on the board, and the words or phrases that complete them may be printed on word cards. The class will read the incomplete sentence, and select the word card that completes it.

Baby likes to drink/ milk./

The dinner is/ on the table./

Mother calls,/ "Come to dinner."/

The cat drinks/ milk./

The new words should be noted.

The children may now look at page 33 of the Work Book. They should be told to cut out the words in the boxes at the bottom of the page. Then read each sentence and select a word that completes it, placing the word in the box at the end of the sentence. When completed, the exercise may be tested by rereading the page orally.

*Follow-up Activity: Phonetics.* In connection with the words, *dinner* and *drink*, have the sound of *d* noted, and ask the pupils to give any words that begin with the sound. The list may be put on the board, preference being given to those words which they have had in their reading: *dog, doll, doll-carriage, dinner, drink, and draw.*

*New Words:* dinner, milk, drink, they.

**Page 34.** This page should require no directions. The words *all* and *print* should be told to the children.

*New Words:* all, print.

**Pages 35-38.** These pages introduce further words and ideas related to home life. The exercises are all types which are now familiar. If further work is needed on any of the words than that given in the Work Book, various direction exercises may be printed on the board to be read and followed.

(For use after page 35):

The dog runs after the cat.  
Jerry runs after the dog.  
Draw a picture of them all.  
Color the picture as you like.

(For use after page 36):

Draw a fire.  
Draw a rug by the fire.  
The children sit on the rug.  
Mother reads to the children.  
Draw the children on the rug.  
Color the picture as you like.

(For use after page 37):

It is bed time.  
Draw a big bed for Jerry.  
Draw a big bed for Jane.  
Then draw a little bed for baby.

It is time to go to bed.  
Draw baby in her bed.  
Then draw Jerry and Jane in bed.  
Color the picture.

These direction exercises may be worked out on paper at their seats, or, for variety the class may read an exercise and various children may draw the required picture on the board, one doing one part; another, another part, and so on.

*Follow-up Activity: Phonetics.* Put the word *rug* on the board, and under it the familiar word *red*. Ask



the pupils to put a ring around the letter that is the same in each word. Let them suggest other words beginning with the *r* sound. Those they have read are: *run, runs, ride, right, red, rug, reads.*

*New Words:* (page 35) fire, after, as; (page 36) rug, book, reads, time; (page 37) yes, then; (page 38) line under, words.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 25-28.** Show the class a picture of a table with a dinner on it. Print the sentences in the first exercise on page 33 of the Work Book. After the children have read the sentences give the directions to draw and color.

The incomplete sentences on page 33 may be printed on the board, and the phrases printed on cards from which the children select to complete the sentences. These cards may be held in the proper place with a little paste.

*New Words:* dinner, milk, drink, they.

To cover page 34 of the Work Book, a co-operative story may be developed and printed on the board. The word *print* may be shown on a card, or on the board, at the time when the story is printed on the board. A story similar to the following may be obtained:

### THE DINNER

The dinner is on the table.  
Baby sits in her big chair.  
She has milk to drink.  
The children drink milk, too.  
They all like milk.

**Follow-up Activity:** Drawing and printing in response to these directions:

Draw Snow's dinner.  
Print the word "Snow" under it.

Draw Laddie's dinner.  
Print the word "Laddie" under it.

Draw Baby's dinner.  
Print the word "milk" under it.

Exercises like those on Work Book pages 35-38 may be printed on the board and read, with the teacher's help. The pupils may then be called upon to draw a picture to go with each exercise. The new words may be drilled upon by games as suggested on pages 79-80. If the teacher prefers, the new material on these pages of the Work Book may be presented by the building up of a co-operative story about "*Bed-time.*" After this preparation, use in different lessons the direction exercises indicated under the plan with the Work Book, page 122 in the *Manual*.

*New Words:* fire, after, as, rug, book, reads, time, yes, then, line under, words.

### Pr. Page 25.

*Introduction:* "What does your mother say when she calls you to dinner? Does the baby sit at the table?" (Get oral responses.)

*Review:* "Tell all about the dinner. Play you are Jane's mother and call the children to dinner. Tell what baby has for dinner."

### *Phrases for Other Activities:*

all have milk	sits at the table
for dinner	on the table
drinks milk	under the table
they all	they like

### Pr. Page 26.

*Introduction:* "Look at the picture. What time of day do you think it is? What do we do when night comes?" (Get oral responses. The pupils may read silently, then orally.)

*Review:* "What was the title of this story? Tell where everyone is sitting."

**Pr. Page 27.**

*Introduction:* "What is everyone in the picture doing? Do you think Jerry and Jane can read in their book?"

*Review:* "Does the story tell us whether Jerry and Jane can read? Are you glad that you can read in your book?" The teacher may suggest that the children read again this page or this section to show how well they have learned to read.

*Phrases:*

by the fire	a book
after dinner	sit and read
on a rug	look at

*Follow-up Activity: Phonetics.* Lesson on final *s*.

The preceding lesson introduced both *book* and *books*. These two words may be used as a starting point in drawing the children's attention to the character and significance of the suffix *s*. The words may be printed on the board, one underneath the other and the children may be asked to tell the difference between the two. Other words may be shown and the children may use them in the two forms. It is advisable, of course, to select words that the children have already encountered. The following are familiar nouns, some of which may be presented with or without the *s*.

toy	cat	horse	rug
store	dog	house	book
boy	home	chair	dinner
name	wagon	doll	table
girl	ride	doll-carriage	fire.

A little later the verb forms, with and without *s*, may be presented, and sentences which use both forms may be printed on the board. The following are some of

the words already introduced that may be used for these sentences:

say	come	go	drink
like	jump	sleep	read
run	take	call	play
put	sit		

With these words, sentences like the following may be printed on the board:

The girl sits in the chair.

The girls sit in the chairs.

The children will read the sentences and tell the differences in meaning. The real purpose of the exercise is to have the pupil realize, that the end of the word has to be considered also. This lesson should also help the class to know more thoroughly the sound *s*, and should serve to review a number of important words.

### Pr. Page 28.

*Introduction:* "Now, mother says that it is time for the children to go to bed. Let us read and find all about their going to bed."

*Review:* "Whom does mother put to bed? Tell whom Jerry and Jane put to bed. Who sleeps with baby? Who sleeps with Jerry and Jane?"

*Follow-up Activities:* The children may read the following sentences from the blackboard or chart. They are to say "Yes" if the sentence is true, and "No" if it is not.

YES, OR NO?

Mother puts baby to bed.

Baby puts Snow to bed.

Laddie puts Jerry to bed.

Jane puts Snow to bed.

Baby sleeps in a little bed.

The toy dog sleeps with Jerry.

## PART TWO—SECTION 3

PRIMER: *JERRY AND JANE*, PAGES 29-32,  
*WORK AND PLAY*, PAGES 39-40.

## 1. PREPARATION WITH THE WORK BOOK

**Pages 39-40.** The directions on these pages are sufficient. If further experiences with the words are required, use some of the exercises suggested in the Plan without the Work Book. When each page is completed, the sentences should be reread orally to ensure the correct interpretation.

*New Words:* (page 39), morning, breakfast, will, eat, porridge; (page 40), thank, good, down.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Pr. Pages 29-32.**

An exercise, similar to page 39 of the Work Book, may be printed on the board, and the children directed to make illustrations, or a co-operative story, using the new words, *morning, breakfast, eat, will, porridge*, may be developed, as:

## BREAKFAST

We eat breakfast in the morning.

We eat porridge and milk.

The dog and the cat eat breakfast, too.

The cat will drink milk.

The dog will eat porridge and milk.

As a substitute for Work Book, page 40, four cards may be printed, with the four sentences shown in the boxes on that page. Four children may be labelled, *Mother, Father, Jane, the cat*. The other children may take turns picking out a card and carrying it to the right character. If father's card is carried to father, he will say, "*Sit down, Mother.*" If it is by mistake carried to Jane, Jane will say nothing; and the child bringing it, must take back the card and wait for another turn.

*Follow-up Activities:* The following sentences may be printed on the board and the children may play they are father, mother, etc.:

Mother says, "Good morning, children."

Father says, "Come to breakfast."

Mother says, "Baby eats porridge, too."

Jerry says, "Thank you for my porridge."

Jane says, "I will drink my milk."

### Pr. Page 29.

*Introduction:* The class may read the title on this page, "What time of day is it? Why do you think so? What do you say when you first meet someone in the morning? Let us read and find out what mother is saying." The children read silently.

*Review:* "To whom did mother say Good Morning? Play that you are mother and read what she said."

### Pr. Pages 30-31.

*Introduction:* "What do the children and their pets want when they get up in the morning?"

*Review:* "Whom did mother call to breakfast? What did Jerry and Jane have for breakfast? What did Laddie say? What did Snow say?"

#### *Phrases and Sentences:*

Come to breakfast  
porridge and milk

Thank you  
gives them

They eat  
Sit down

### Pr. Page 32.

*Introduction:* "We have a new game to play to-day. You may read how to play it in your book. The first sentence tells you what to play and the next one tells you how to play it. Would you like to read what it says and play it?" Read and play each part.

*Review:* Let individual children play any part that they may choose, and let the other children guess what characters they are impersonating, and tell the number.



# CHAPTER IX

## PART THREE

### PLAY TIME

PRIMER: *JERRY AND JANE*, PAGES 33-52,  
*WORK AND PLAY*, PAGES 41-60.

*Activities:* The subject matter in Part Three centres in the natural play of small children. Their inherent love of constructing may be given ample scope with Jerry and Jane, in the making of houses for the toy dog and cat, a house for a real dog and finally a large play house for themselves.

Pictures of various pets and their homes may be drawn on the board, or gathered from magazines and exhibited to the children. Sentences or short stories may be written about the pictures. The teacher may read poems or stories descriptive of the homes of birds and animals, and the children may draw or describe houses or cages of birds or animals that they have at home.

The children may tell of playhouses that they have made at home. The playhouse has ever been a favorite game with children and so old and persistent an interest should not be overlooked in the classroom. The children may construct a simple playhouse in the corner of the room and a playhouse party may be given, the children bringing their dolls, teddy bears, etc. Some simple refreshments may be served. Two children may represent Jerry and Jane, and be host and hostess at the playhouse party. An outline of the plans for the party may be printed on the board.

The little playhouse scene may be carried out on the sand table, as well, and also the scene with father and the Teddy Bears. All objects on the sand table should be labelled. Suggestions for sand tables will be found on page 264 of this *Manual*.

## PART THREE—SECTION 1

PRIMER: *JERRY AND JANE*, PAGES 33-35,  
*WORK AND PLAY*, PAGES 41-42.

**Page 41.** The question at the top of the page should be read with the children as it contains three new words, *want*, *make*, *box*. The children should be encouraged to read the directions very carefully in order to have "a pretty box" when finished. They should have their attention drawn to the dotted lines, and be told to turn the box over and then fold on the dotted line. *Paste here* should also be explained.

*New Words:* wants, make, box, here.

*Follow-up Activity:* The following directions may be printed on the board, and the children may carry them out in plasticine, clay, or paper:

Make a table.

Make the breakfast.

Put it on the table.

Make a box.

Make a toy dog.

Put it in the box.

A list of questions may be put on the board, and the children may do the one they wish, as:

Who wants to make a book?

Who wants to make a box?

Who wants to make a house, etc.?

**Page 42.** The directions on this page are sufficient. The children may be encouraged to look very carefully at the picture in order to be able to read the new words. The word *go* in *going* may be noted. When completed, the page may be read orally.

*Follow-up Activities:* The following directions may be printed on the board:

Father is going for a walk.

Laddie runs after father.

Draw father and Laddie.

Snow says, "Mew! mew!"

I want my breakfast.

Jane is going to get Snow's breakfast.

Draw Jane and Snow.

*New Words:* get, going, walk.

# 1. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 33-35.** To cover page 41 of the Work Book, the teacher may print on the board, *Who wants to make a box? Here is a box for you to make.* She may then draw a diagram of a box to be made from paper, folded into sixteen squares with printed directions to "Cut here" and "Paste here." The word *box* may also be printed in the centre.

To cover page 42 each group of sentences may be printed on the board, and read with the children. Then appropriate directions, as, *Draw this picture, Color Jerry blue,* may be printed under each.

## *Phrases and Sentences:*

make a box

Who wants

going to make

I shall get

Jane gets

Here I come

go out

Here is

Some of the games suggested on pages 79-80 may be played.

## **Pr. Pages 33-34.**

*Introduction:* The class may read the title on page 33. The teacher may read the words, Part Three. These need not be taught now. The children may be encouraged to tell what Jerry and Jane are playing in the picture and what they like to play. "Part Three tells us all the things Jerry and Jane do when they play. Would you like to turn over to the next page and read about Jerry and Jane at play? Read the title."

*Review:* "What do the children do after breakfast?"  
Play you are Jerry. Read what he says.

**Pr. Page 35.**

*Introduction:* "Jane says she is going to make a house, too. Read and find out for whom she is going to make her house."

*Review:* "What will Jane use to make a house? Why does she call Snow?"

*Follow-up Activities:*

Make the dog's house.

Make Laddie.

Put Laddie in the house.

Make the toy dog.

Put the toy dog by the house.

These directions may be carried out in plasticine or on paper.

### PART THREE—SECTION 2

PRIMER: *JERRY AND JANE*, PAGES 36-39,  
*WORK AND PLAY*, PAGES 43-46.

**Page 43.** Show the picture to the class, asking what game the children are playing. If the children do not know the game, "Nuts-in-May" explain it to them. The game may be played beforehand, and the word-card *pull* shown to the children. The word *that* should be derived from the context.

*New Words:* pull, that.

**Pages 44-45.** The exercises on this page are all of a type already familiar. Some of the sentences contain new words, but the children should be encouraged to derive these from the context, or from the pictures. When the exercises are completed different children may read orally the sections of the pages so that each child may know whether or not he has read and followed directions correctly.

*New Words:* (page 44) saw, Z-z-z, hammer, rap; (page 45) door, no, may.

*Follow-up Activities:* 1. Look for a house. Cut out the house. Draw a picture of Jane. Cut out Jane's picture. Make Jane rap at the door. These directions should be carried out by the children. They may look in a periodical for a picture of a house.

2. *Phonetics:* The children's attention should be directed to the fact, that *house* and *hammer* begin with the same sound. They may be asked to think of other words beginning with the same sound. A list may be kept and new words as they appear in the Primer may be added. The following words have been introduced: *has, home, have, horse, house, her, here*, and later appear *his, hole, had, hot, hard, head, hung, hens, him*.

**Page 46.** This is a new type of exercise. Two sentences may be printed on the board, and the direction *Draw a line under the right words*.

A house has a door.

A house has no door.

Girls like to walk.

Girls do not like to walk.

The words *do not* should be framed by the children. When this page is completed it should be reread orally for the purpose of checking.

*New Words:* do, not.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 36-39.** To cover page 43 of the Work Book, a co-operative story may be printed on the board. One similar to the following may be used:

Who can pull a wagon?

A horse can pull a wagon.

A dog can pull a wagon.

A man can pull a wagon.

Jerry can pull a wagon.

The direction may be printed on the board: *Draw a line under the right words*, and then the words in the co-operative story may be changed, substituting *doll, father, a toy dog*, for *horse, man*, etc. This story can then be reread, and the directions followed as a class exercise.

The first exercise on page 44 should be printed on the board. The pictures of a *saw* and a *hammer*, either mounted on paper or drawn on the board, should be labelled and left up for reference. The direction: *Draw a saw, Draw a box under the saw, Print saw on the box*, should be printed under *It says Z-z-z*, and in the same manner suitable directions under the sentences about the hammer. The children may follow the directions on paper at their desks.

The pictures and sentences on page 45 should be printed on the board and the sentence, *Draw a ———* should be inserted in the proper place; for example, after *This is a door*, insert, *Draw this door*.

The sentences on page 46 may be printed on the board or on the chart, and these may be used as a classroom exercise. The children may read the sentences and respond by saying "Yes" or "No," or marking Yes or No. Make up other Yes-No sentences using familiar words or phrases.

*New Words:* pull, that, saw, Z-z-z, hammer, rap, door, no, may, do, not.

The words may be reviewed by the use of one of the games described on pages 79-80. The following words should be included in the review:

wants	gets	saw	no
make	going	door	do
box	pull	walk	not
here	hammer	may	rap

**Primer, Pages 36-39.** This assignment and the next give several episodes relating to the making of houses.



It will be well for the teacher to reread the suggestions for projects and activities in the introduction to this chapter. The children will find it interesting, also, to make a house for the toy dog and cat they have at school.

### Pr. Pages 36-37.

*Introduction:* "What is Laddie doing? What do you think Jerry is going to make with the box?" (The children read the two pages silently.)

*Review:* "What did Jerry say?" (Oral reading in response to question.) "What did Laddie do? Make our little toy dog do what Jerry made his toy dog do."

#### *Phrases and Sentences:*

get a big box	a little hammer
on my wagon	a little saw
pulls the wagon	makes the box
walk into the little house.	

*Follow-up Activity:* The following directions may be printed on the board. As one is pointed out, any child indicated may show that he has read correctly by making or pretending to make the required actions:

Get the box.	Make the hammer say rap, rap.
Walk to the door.	Make the saw say Z-z-z.
Pull the wagon.	Make the toy dog walk into the house.
Draw a door.	Put the box on the wagon.

### Pr. Pages 38-39.

*Introduction:* "What does mother give Jane? For whom is Jane going to make a house? Let us read about the house that Jane makes." The children will read silently, the teacher watching them closely to see that good habits are being formed. They should not be allowed to point or to move their lips.

*Review:* "What did Jane say to her mother? Whom did Jane put into her little house?"

*Phrases:* May I, is not.

*Follow-up Activity:*

Make a house for a little dog.  
Cut a door in the house.  
Cut out a little dog.  
Make the dog walk into the house.

These directions may be printed on the board. A suitable house may be made from construction paper—8 x 8, folded into sixteen squares. The diagram may be drawn on the board with the direction, *Cut here*, and *Paste here*, printed on it.

### PART THREE—SECTION 3

PRIMER: *JERRY AND JANE*, PAGES 40-41,  
*WORK AND PLAY*, PAGES 47-49.

#### 1. PREPARATION WITH THE WORK BOOK

**Page 47.** The children should be able to follow the direction without any special preparation. When they have done so they may correct each other's work.

*New Words:* ball, let, us, so.

**Page 48.** Discuss the picture with the children. "What are Jerry and Jane doing? Yes, they are looking for their ball." Print the word *looking* on the board and ask the class to find it in the first sentence. Print on the board, *Can you see the ball?* and ask the children to look at the picture and then answer the question. "Yes, I see it, too." Then print *We can all see it.* The new word should be emphasized. This page can then be undertaken by the children.

*New Words:* looking, we, see.

**Page 49.** Before this page is undertaken, the children should be told the story: "This Is the House that

Jack Built.” After telling the story, the teacher may draw or show a picture of a house, and underneath print, *This is the house that Jack built.* This should be read by the class, and the word *built* stressed. The children are then ready to read and follow the directions on page 49. When completed the page should be reread orally, in order to test the children’s knowledge of the new words.

*New Words:* built, lay.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 40-41.** To cover pages 47-48 the teacher may say, “I have a new game to play with you to-day. It is called ‘*Looking for the ball.*’” This should be printed on the board and read by the children. “Should you like to play it?” When the children say “Yes,” the teacher may print on the board, *Let us play it.* To play the game, two couples leave the room while the ball is being hidden in a place where they can see it if they look. The two couples return, and each tries to be the first to see the ball. Whichever sees it first runs and reads the sentence which has been printed on the board or on a card, “*We can see the ball.*” The winners have the privilege of hiding the ball.

The sentences under the picture on page 48 of the Work Book may be printed on the board. After they have been read by the class, print the directions, *Draw this picture. Color it as you like.*

To cover page 49 of the Work Book, use the introduction suggested for the Work Book, page 136 of the *Manual*.

The exercise on page 49 should be printed on the board, and the direction to draw should be inserted in

the proper place in each; as in the first: *Jane built a house. She built it for the toy cat. Draw the house.*

*New Words:* ball, let, us, so, looking, we, see, built, lay.

**Pr. Pages 40–41.**

*Introduction:* “What are mother and baby doing? Who made the houses at which they are looking?”

*Review:* “What did mother say when she saw the houses? What did Jane say? What did Jerry say?” The children may read orally in answer to the questions.

*Follow-up Activities:* 1. Recall the dog’s house that the children have made. “Should you like to make up a story about the house that we made? Let us make a story that will sound like *The House that Jack Built*. A story similar to the following may be composed with the children and printed on the board:

This is the house that we built.

This is the dog  
that lay in the house  
that we built.

This is the boy  
that had the dog  
that lay in the house  
that we built.

This is the cat  
that played with the boy, etc.

The direction, *Draw a picture of this story*, may then be given. The pictures may be made into a booklet. Simple sentences should be printed underneath the pictures.

2. *Phonetics:* Let the pupils name all the words they can that rhyme with *lay*. They have had *say*, *play*, *away*, and *may*. Print on the board only the words containing *ay*. Put *ay* on the board by itself. Then write before it, one at a time, each of the following letters asking the children to pronounce the resulting word: *l*, *d*, *pl*, *s*, *m*.

## PART THREE—SECTION 4

PRIMER: *JERRY AND JANE*, PAGES 42-45*WORK AND PLAY*, PAGES 50-53.

## 1. PREPARATION WITH THE WORK BOOK

**Pages 50-51.** These exercises are of a type familiar to the class. Some of the statements contain new words, and it will be necessary with some classes to prepare for the lesson. The pictures at the top of page 50 may be shown, and the new words derived from them. A color card with the sentence underneath, *This is green*, may be shown and read to the children, and then placed where it can be used for future reference. After pages 50-51 have been completed, they should be reread orally and corrected.

*Follow-up Activity:* 1. *Phonetics.* The children's attention should be directed to the fact that board, bag, ball, built, all begin with the same sound. These words may be added to the list suggested on page 104 of this *Manual*, and the sound *b* reviewed.

*New Words:* (page 50) some, tree, green, garden; (page 51) board, bag, there, now.

**Page 52.** This page may be introduced by reading the question at the top of the page, and the first riddle with the children, or by printing a similar one on the board. The following may be used:

It is green.  
It has some trees in it.  
Children like to play in it.  
What is it?  
green, garden, girl.

When the children have read the riddle, tell them to read the three words and to draw a line under the right one. Call attention to *what*, which is a new word.

*Follow-up Activity:* Let the children compose riddles similar to those on this page. The riddles that

contain many familiar words may be printed on the board or on a chart for further reading.

*New Word:* what.

**Page 53.** The picture should be shown to the children, and the story read as a class exercise. If they require further drill, the words may be printed on the board and boxed (a line drawn around), by the children as the word is called.

*New Words:* oh, bring, our, playhouse, his.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 42-45.** To cover page 50 a picture of a garden may be shown or drawn on the board. A class story about the picture may be developed and printed. By suggesting and editing, one similar to the following may be arrived at:

### A GARDEN

This is a garden.

There are some trees in the garden.

The trees are green.

We like to play in the garden.

We like to play under the trees.

The new words should be especially stressed.

*New Words:* some, trees, green, garden.

The first exercise on page 51 may be drawn and printed on the board. The direction *Draw this board*, or *Draw this bag*, should be inserted after the first sentence in each case.

*Follow-up Activity:* Use that suggested in the Work Book Plan, page 139 of this *Manual*.

To introduce page 52 of the Work Book use the riddle suggested on page 139 of this *Manual*. Then print the page on the board, inserting the sentence *Draw a box* in each case before the sentence *Draw a picture*. The teacher or the class may make up other riddles which may be printed on the board or on a chart.



Print the story on page 53 of the Work Book on the board, and let individual children read orally. Then put the directions:

Draw a garden.

Draw some green trees.

Draw a playhouse under the trees.

Draw a wagon.

Color the trees green.

Color the playhouse brown.

Color the wagon red.

Color the rest of the picture as you like.

*New Words:* board, bag, there, now, what, Oh, bring, our, playhouse, his.

**Pr. Pages 42–45.** The teacher should reread the activities suggested at the first of Part Three, page 129. The suggestion at the end, with regard to the *playhouse*, should be followed at this time.

**Pr. Pages 42–43.**

*Introduction:* “Have you a playhouse at home?” The children should be allowed to tell about their playhouses. If any child has made one himself, let him tell how he made it. “Jerry and Jane are going to make a playhouse. Look at the picture and tell where you think would be a good place to make it. Let us read and see if Jane thinks this is a good place.”

*Review:* “What did Jerry say? Where did Jane want to make the playhouse?” Children may respond by reading orally.

**Pr. Pages 44–45.** “Some of the children told us how they made their playhouses. Let us read and find out how Jerry and Jane made theirs.”

*Review:* “There is so much to remember and tell about how Jerry and Jane made their playhouse, let us read it again.” Individual children may be asked to read the different parts.

*Phrases:*

make a playhouse	under the trees
let us	We can
for you and me	a good playhouse
into the garden	with bags and boards
There are	get some boards
Some trees	Now get

Some of the games suggested on pages 79-80 may be used in drilling on these phrases.

*Follow-up Activities:* If a playhouse has been made in the school, as was suggested on page 129 of this *Manual*, a co-operative story should be composed about it, as:

## OUR PLAYHOUSE

We built a playhouse.  
We made it like Jerry and Jane's.  
We have some boards and bags.  
There are chairs in it.  
There is a table, too.  
We like to play in it.  
It is fun to play in our playhouse.

This chart is merely suggestive, for the story must tell of the particular playhouse that is made in each room. A booklet may be made telling about our playhouse and what we do in it.

## PART THREE—SECTION 5

PRIMER: *JERRY AND JANE*, PAGES 46-49,  
*WORK AND PLAY*, PAGES 54-57.

## 1. PREPARATION WITH THE WORK BOOK

**Page 54.** The story of the playhouse is continued on this page. The word *lunch* should be put on the board and told to the class, or a picture of a lunch, with the word printed underneath, may be shown and left up for reference. Let the children work out the page by themselves. Give individual help as it is needed. Have the exercises read orally before leaving them.

*New Words:* ask, lunch, please.

*Follow-up Activity:* In a class conversation the proper use of *Please*, *Thank you*, *Good Morning*, *Good Night*, and *Please excuse me* may be discussed. The expressions may be put on the blackboard and the children asked to point out *Please* and *Thank you*, etc.

**Page 55.** This page introduces the Yes-No exercise. With good readers, the teacher will need to offer little or no general instructions. With a slower group, she may need to supervise the work somewhat, and may find it advisable as a preparation, to put one or two Yes-No questions on the blackboard for reading and marking. If further work of this sort is desired, other Yes-No exercises may be made from words previously used. These may be printed on the board or on oak tag for the children to answer.

*New Word:* or.

**Page 56.** No special directions are necessary. The lesson might have been anticipated the day before, by putting the picture of a bird on the bulletin board with the sentence printed underneath, *The bird sings*. If use has been made of the action words, as suggested on page 70, the word *sings* should be familiar to the children. When this page has been completed have the children read and correct.

*New Words:* bird, sings, four, eating.

**Page 57.** The teacher may recall to the children the method of doing this exercise. They may inspect each other's arrangement and, in case of disagreement, they may ask the teacher to tell them which is the better arrangement.

*Follow-up Activity:* For drill on *up* and *down* the familiar game "Simon Says" may be played. Instead, however, of putting thumbs, children will put up their hands, and the teacher, instead of putting her hands up or down as the case may be, will show a

card with *up* or *down*. If she says "Hands up," and shows the word card *down*, the children must not move their hands.

*New Words:* fun, up.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 46-49.** The sentences without the pictures, on page 54 of the Work Book, should be printed in groups on the board and in each case the direction, *Draw this picture*, should be inserted before the direction to color. The sentences may then be read as a class exercise, and the directions followed.

*Follow-up Activity:* The exercise suggested in the Work Book Plan, page 143, may be used. If further drill is needed, the following sentences may be printed on the board, and the children will show that they have read them correctly by carrying out the directions:

Please bring me a book.

Ask a girl, "Who built a playhouse?"

Ask a boy, "Is it lunch time?"

Say, "Please give me some lunch."

Draw three green trees.

Please say, "There are three trees."

*New Words:* ask, lunch, please.

Print the sentences and directions, on page 55 of the Work Book, on the board or on oak tag, and call upon the children to read and respond by saying "Yes" and "No," or by marking Yes, or No. Make up other Yes or No questions using familiar words or phrases.

*New Word:* or.

To cover page 56 the picture and sentences may be put on the board, and the directions to draw inserted or, if the teacher prefers, a picture of a bird may be shown to the class, and a class story using the new words may be built up. The following is merely suggestive:

## THE BIRD

Here is a mother bird.  
 She has four baby birds.  
 The mother sings to the baby birds.  
 She brings them lunch.  
 They eat and eat.  
 They are eating all the time.

The children should be asked to find the new words as: "Find the word that tells how many baby birds there were."

*New Words:* birds, sings, four, eating.

The sentences on page 57 of the Work Book may be printed on the board, and read and discussed as a class exercise. The children may be asked to suggest what the boys might be doing, that would make them say, "This is fun." After each sentence has been discussed, the direction to *Draw the picture* may be given. When the pictures have been completed, some of the best may be displayed, and the sentences that they illustrate may be reread by individual pupils.

*New Words:* fun, up.

**Pr. Pages 46-48.**

*Introduction:* "Jerry and Jane have been busy all morning making the playhouse. What time do you think it is now? Where do you think Jerry and Jane want to have their lunch? Would you like to read what they do?" (Children should read silently.)

*Review:* "Tell about the good time Jerry and Jane had. What does their mother say to them? What is Jerry to do? What is Jane to do? Who had some of their lunch?"

The children may be asked to frame these phrases:

lunch time	put the lunch	please
ask mother	the little birds sing	It is fun
our lunch	eating in the playhouse	out here
our little table	Jerry will put	

**Pr. Page 49.** Pupils may read silently and decide upon the correct answers.

### PART THREE—SECTION 6

PRIMER: *JERRY AND JANE*, PAGES 50-52,  
*WORK AND PLAY*, PAGES 58-60.

#### 1. PREPARATION WITH THE WORK BOOK

**Pages 58-59.** These pages should require no directions. The new words should be derived from the pictures and context. If the class need further help with this page, some of the exercises suggested for use in the Plan without the Work Book, pages 147-148, may be utilized.

*New Words:* (page 58) Bear, Teddy, wee, be, story. (Page 59) opens, yellow, dress.

**Page 60.** This page is designed primarily as a test of the word knowledge acquired. The sentence at the top of the page contains the general direction for the test, and, since it contains no new words, should be understood by all. The teacher, however, should call the attention of the pupils to the three words which appear at the right side of each picture. They are to read these three words, look at the picture, and then draw a line under the word that goes with it. Show them that the first is a picture of a *bear*, and that this word is the only one that tells what the picture is about. They should, therefore, draw a line under this word.

*New Word:* goes.

*Follow-up Activity:* 1. *Phonetics.* After the exercise has been completed, the material on this page may be used as an exercise in developing the ability to recognize common elements in words, and to associate letter groups with sounds. For example, the teacher may ask the pupils to look at the first group, and to



tell what is alike in the three words. The children will pick out the initial letter *b*. The words in each of the groups have the same initial letter. The pupils may report, and discuss the similar and distinctive word elements that they can see. Let them suggest other words beginning with the same sound. The class have had, by now, some drill with the initial sounds.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 50–52.** The new idea of the Teddy Bear, page 58 of the Work Book, must be introduced. The children may tell about their Teddy Bears and a class story may be printed on the board as:

### OUR TEDDY BEARS

Mary has a wee Teddy Bear.  
It is a wee brown Teddy Bear.  
Jack has a big Teddy Bear.  
His bear is brown, too.  
We like to play with Teddy Bears.

The teacher should draw or show a picture of a Teddy Bear, and, if at all possible, have a toy one. The bear should be labelled and used for reference. Then the sentences on page 58 of the Work Book may be printed on the board, with the direction to draw inserted in each case before the direction to color. Before the last exercise is read, a book labelled *Story Book* should be shown to the children.

*New Words:* Bear, Teddy, wee, story.

An action exercise should precede the work on page 59 of the Work Book. The following sentences may be printed on the board, and, after having been read by the class silently, may be acted by individual children.

Open the door.  
Open the story book.  
Please open the box.  
Draw a Teddy Bear.  
Lay the story book by the bear.  
Make up a wee story.

The first exercise on page 59 of the Work Book may then be printed on the board, and the direction to draw may be inserted before the direction to color. The children should be able to find out the new word *dress* from the context, and the word *yellow* from the color chart where previously developed. The Yes-No questions may be printed on the board or on a card, and used as a class exercise.

The group of words on page 60 of the Work Book may be put on the board, with or without the pictures. If the pictures are not drawn, the teacher may give sentences to tell which word she wants found. For example, for the first exercise she may say, "Find the word that tells what can sing." The children find, read, and underline the word, *bird*.

For suggestions as to phonetic work, refer to Work Book plan, page 147 of this *Manual*.

*New Words:* Bear, Teddy, wee, story, opens, yellow, dress.

### Pr. Pages 50-51.

*Introduction:* Let the children read the title and discuss the picture. Note the plural *bears*. "I wonder if father has a Teddy Bear for each of the children. Let us read and find out." Children read the two pages silently, the teacher giving help when needed, and also watching them to see that they are learning good reading habits, not only that they do not move their lips or point and that the eye moves rhythmically across the line, but also that they concentrate and appear to enjoy reading.

*Review:* "Tell for whom father brought the Teddy Bears. What did the children say to father? After dinner when they are playing with the Teddy Bears, what do Jerry and Jane decide to do?"

**Pr. Page 52.**

*Introduction:* "What time do you think it is? What will the children do with their new Teddy Bears?"

*Review:* "Tell what the children do with their Teddy Bears. What does Jane say to mother?"

*Follow-up Activity:*

Father comes home.  
He has a big brown box.  
Make a brown box.

Draw the three Teddy Bears.  
Make one a wee little bear.  
Cut out the three bears.  
Put the bears in the box.

# CHAPTER X

## PART FOUR

### STORY TIME

PRIMER: *JERRY AND JANE*, PAGES 53-78,  
*WORK AND PLAY*, PAGES 61-78.

*Aim.* The following are the objectives of the work in this period:

That the pupils:

1. May show increasing interest and enjoyment in all reading materials.

2. May become more word conscious without losing the content of the story.

3. May require greater phonetic ability, which will be an aid to their becoming more independent in reading.

4. May begin to read by themselves books on the library table.

5. May read fluently and comprehend larger assignments.

*Activities:* Part Four deals with the two stories of "The Three Bears" and "What Laddie Did."

The story of "The Three Bears" should be presented as *a unit*, because of the children's keen interest in this old classic. The sheer joy the children experience from hearing this story would be sufficient justification for introducing it, but besides this the story provides an excellent opportunity for related activities. It lends itself to every phase of school work, reading, story-telling, dramatization, number work, and affords a wealth of material for handwork.

Pictures may be cut-out or drawn, and exhibited with captions underneath as Father Bear's bowl, or the middle-sized chair. The teacher may use these pictures or refer to them after she has told the story.

They should then be left in a conspicuous place in order that they may be used for reference. The home of the Three Bears may be constructed on the sand-table, and all objects in the house may be labelled—e.g., Baby Bear's bed, or a little bed. The children may illustrate the story, and make a booklet to take home "to read to mother." The story also lends itself to a "puppet show," or a "movie" or dramatization.

The children may be encouraged to tell other stories that they have enjoyed, and also to bring from home their story books that contain favorite stories. They may try to read parts of the story as they tell them, they may repeat a jingle or perhaps merely a caption under the picture.

For connection with the story, "What Laddie Did," pictures of animals doing tricks or playing may be cut out or drawn and exhibited. The children may tell of tricks or deeds their pets have done, and some dramatic episodes and games depicting animals may be developed.

## PART FOUR—SECTION 1

PRIMER: *JERRY AND JANE*, PAGES 53-55,  
*WORK AND PLAY*, PAGES 61-64.

### 1. PREPARATION WITH THE WORK BOOK

**Page 61.** No special directions are necessary for this page. If further experience is needed with the new words, some of the suggestions given in the Plan without the Work Book, page 153 of this *Manual*, may be followed.

*New Words:* bowl, stairs, pretty, hole.

**Page 62.** The story of "The Three Bears" should be told to the children, as suggested on page 150. Then the teacher may ask, "Should you like to make a picture book about this story?" Let the children look

at and discuss the pictures of the Three Bears that are in the Work Book. Explain to the children how all the squares can be cut out after they are colored, and then tied together to make a pretty picture book. Encourage them to be particularly careful in the coloring of these pages, so that their books will be attractive.

*New Word:* your.

**Page 63.** Discuss the picture and if large labelled pictures as was suggested page 150 were shown to the children, use them again for reference. When discussing the picture bring out that *Father Bear was big, Mother Bear was middle-sized, etc.* After the story has been read silently, have individual children read it orally. The exercise at the end of the page should then be undertaken.

*Follow-up Activities:* The following directions may be read and carried out by the children.

Father Bear was big.

Draw Father Bear.

Mother Bear was middle-sized.

Draw Mother Bear.

Baby Bear was little.

Draw Baby Bear.

If plasticine is used, the direction *draw* may be changed to *make*.

*New Words:* Once, upon, were, was, middle-sized.

**Page 64.** Proceed in the same way as with the last page, the story being read first as a classroom exercise.

*New Words:* had, woods.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 53-55.** To cover page 61, the page, pictures and printing, should be put on the board, and read as a class exercise, first silently, then by



individual pupils orally. All the sentences in the last exercise may be illustrated by the children. The pictures when completed may be matched with the sentences.

*New Words:* bowls, stairs, pretty, hole.

Tell the story of "The Three Bears" as suggested. Then, to cover pages 62-64 of the Work Book, the story of the Three Bears, as told in the Work Book, may be printed on the board and read silently, and orally, by the class. They should be asked to reread particular sentences as: page 63, "Read the sentence that tells about Baby Bear." The new words also should be stressed. If pictures were used in the telling of the story, see page 150 of this *Manual*, they should be referred to when the story is being read from the board. The marker may be held under one of the sentences and the children asked to find the picture about which the sentence tells.

*Follow-up Activity:* The children may make a booklet about the bear story. A book of *ten pages* with a suitable cover may be constructed in the Manual Arts period. The directions for the drawing of the pictures on each page may be printed on the board. The story, as it appears in the Work Book, may be printed by the teacher and given to each child to be pasted in his book. This printing may be done with a small printing set, with a hectograph pad, or with carbon paper. In districts where the children are taught to print or write during the first term, they may copy simple sentences from the board into their booklets.

Directions for Page 1 of the booklet.

Father Bear was big.

Mother Bear was middle-sized.

Baby Bear was little.

Draw the three bears.

Color the bears as you like.

Directions for page 2 of the booklet may be similar to those on Work Book, page 64. If the teacher prefers, the directions may be *Cut out* instead of *Draw*. The children should be taught to draw or cut out a very simple bear.

**Primer, Pages 53-55.** Let the children enjoy the pictures in the bear story, helping them to recall by means of the pictures, the story they have been told.

**Pr. Page 53.**

*Introduction:* "Would you like to read the story of the Three Bears now? This is the story that mother read to Jerry and Jane."

*Review:* "Tell about the Three Bears."

**Pr. Pages 54-55.**

*Introduction:* "Let us read the next page and see what it tells us about the Bears."

*Review:* "Where was the home of the Three Bears? What was in the house? Read and tell what Father Bear had," and so on for the mother and baby.

*Follow-up Activities:* The teacher's attention is again directed to the activities suggested in the introduction. At least one of them should be developed at this time. See page 151.

The children may be asked to find these phrases in the story:

The Three Bears had	in the woods
once upon a time	a middle-sized bear
There were	a wee little bear
One bear was	bowls and chairs
a big bear	the middle-sized bowl

## PART FOUR—SECTION 2

PRIMER: *JERRY AND JANE*, PAGES 56-57,  
*WORK AND PLAY*, PAGE 65.

### 1. PREPARATION WITH THE WORK BOOK

**Page 65.** Follow the same procedure for this page as was suggested for page 63. The page should be read

orally a number of times by individual pupils, the teacher asking for definite parts. "Read the sentence which tells what Mother Bear did just after she had made the porridge. Read the part that tells what the bear said," etc. If the children have any difficulty with the words, put the new phrases on the board, and have the class find different phrases as called for.

*Phrases:*

made some porridge	then she called
The bears said	went out
too hot	came back

*New Words:* made, called, said, hot, back, went.

2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 56-57.** To cover page 65 of the Work Book, use the same method as was suggested for pages 63-64, see page 153 in this *Manual*. If the children should need more drill on the new phrases, print them on the board. The exercises at the end will have to be slightly modified, e.g., the first direction must be, *Draw a table*. Then before the direction to color, insert, *Draw a big bowl*, and so forth.

*Follow-up Activity:* The direction for the third page of the booklet should be given, and when the picture has been completed, the story on page 65 may be put underneath:

Draw a big table.

Color the table green.

Draw a big bowl.

Color it yellow.

Draw a middle-sized bowl.

Color the middle-sized bowl blue.

Draw a little bowl.

Color the little bowl red.

Cut out the three bowls.

Paste them on the table.

**Pr. Pages 56–57.**

*Introduction:* Continue the bear story. “What is Mother Bear doing now? Do you remember why the bears went for a walk?” Children read the two pages silently.

*Review:* “Tell about the bears’ breakfast. Read what Mother Bear said.”

*Follow-up Activity:* Continue whatever activity was undertaken in connection with this story. See page 150. If the Three Bears’ house was undertaken, the three bowls may now be moulded in plasticine, clay or paper pulp, the directions being printed on the board as: Make a big bowl for Father Bear, etc.

*Phrases:*

One morning	too hot
made porridge	come back
Mother Bear called	went out
Mother Bear said	

**PART FOUR—SECTION 3**

PRIMER: *JERRY AND JANE*, PAGES 58-61,  
*WORK AND PLAY*, PAGES 66-69.

**1. PREPARATION WITH THE WORK BOOK**

**Pages 66–69.** Continue the same method with these next four pages as was suggested for pages 63-65. In reading the stories, the children should be asked to find and read certain sentences, phrases, and words.

On page 66, the little girl, *Goldenhair*, is introduced. If a picture of Goldenhair (labelled) has been shown in connection with the telling of the story, the children’s attention should be directed to it again. The exercise at the bottom of page 67 is a new type, and should be preceded by a short explanation on the board. Recall the attention of the children to the exercises they have done before, that said, *Look for*. “Now these sentences are going to tell you to find something.” A picture of

a room, chairs, table, etc., in it may be shown with the directions printed beside it:

Find a big chair.

Find a table, etc.

The children point out in the picture the objects called for.

The exercises on page 68-69 should require no extra directions.

*Follow-up Activity:* The new words and phrases may be drilled by means of the games suggested on pages 79-80, or by the *Follow-up Activities* outlined in the "Plan without the Work Book" for these pages.

*New Words:* (page 66) Goldenhair, tasted; (page 67) cold, just, find; (page 68) sat, hard, soft; (page 69) could, did, come, someone.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 58-61.** To cover the Work Book, pages 66-69, the same method should be followed as was suggested for pages 63 to 65 (see page 153 in the *Manual*). The exercises at the end of the pages must be modified slightly for board use. The exercises on page 66 of the Work Book may be used, by printing the sentences on the board, and by directing the children to draw a picture of the sentence that is true. The last exercise on page 67 may be done as a class exercise, a picture being drawn on the board and individual children finding and coloring the object that is asked for.

*Follow-up Activities:* 1. Continue the work in the booklet, making page 4 by using the following directions:

Draw the Three Bears' home.

Draw Goldenhair at the door.

Draw some trees by the house.

Color the house red.

Color Goldenhair's dress yellow.

Color the trees green.

Then put the story on page 66 of the Work Book under the picture.

2. After page 67, make page 5 of the booklet.  
Directions:

1. Cut out a table.
2. Paste the table in your book.
3. Cut out a big blue bowl.
4. Cut out a middle-sized yellow bowl.
5. Cut out a wee little white bowl.
6. Paste the bowls on the table.
7. Find a picture of Goldenhair.
8. Cut out Goldenhair.
9. Paste Goldenhair by the table.

The teacher may suggest that for No. 7 the children may look for a picture in a periodical.

After page 68 of the Work Book, make page 6 of the booklet.

- Draw a big chair for Father Bear.
- Draw a middle-sized chair for Mother Bear.
- Draw a wee little chair for Baby Bear.
- Draw a hole in the wee little chair.
- Color the hole black.

After page 69 of the Work Book make page 7 of the booklet.

- Goldenhair lay down on the three beds.
- Cut out Father Bear's big bed.
- Cut out a middle-sized bed.
- Cut out Baby Bear's little bed.
- Paste them in your book.

### Pr. Pages 58-59.

*Introduction:* "What were the Three Bears doing? Let us read and see what happens when they are away." Children read silently the next two pages.

*Review:* "Tell all about Goldenhair. Read and tell what she said when she tasted Father Bear's porridge. What was the matter with Mother Bear's porridge. Read to us what she said about Baby Bear's porridge.



What do you think of a little girl that walks into people's houses when they are away and eats their breakfast?"

**Pr. Pages 60-61.**

*Introduction:* "Now what does Goldenhair do next? Let us read and see."

*Review:* "Tell what Goldenhair did. What did she say about Mother Bear's chair? Read and tell just what she says about Baby Bear's chair. What happened to the little chair?"

*Phrases and Sentences:*

Now came Goldenhair	tasted the porridge	sat down
a pretty little girl	too cold	too hard
And she did	just right	too soft
Father Bear's bowl	eat it all up	made a hole

*Activity:* (Directions to be read and followed.)

Play you are Goldenhair.

1. Go to the Three Bears' home.  
Rap at the door.
2. Taste the porridge in Father Bear's bowl.  
Say, "This porridge is too hot."
3. Taste the porridge in Mother Bear's bowl.  
Say, "This porridge is too cold."
4. Taste the porridge in Baby Bear's bowl.  
Say, "This porridge is just right.  
I shall eat it all up."
5. Sit down on Father Bear's chair.  
Say, "This chair is too hard."
6. Mother Bear's chair is too soft.  
Just look at Mother Bear's chair.
7. Sit down on Baby Bear's chair.  
Say, "I like this chair.  
It is not too hard.  
It is just right."

**Pr. Pages 62-63.**

*Introduction:* Recall the story to this point. "Then Goldenhair goes upstairs. Let us read and see what she does now."

*Review:* "Tell what Goldenhair does upstairs. What does she say about Father Bear's bed. Read and tell what she says about Baby Bear's little bed."

*Phrases:*

went upstairs

could go

*Activity:* Continue the project undertaken in connection with this story (see page 150 of this *Manual*).

## PART FOUR—SECTION 4

PRIMER: *JERRY AND JANE*, PAGES 64-66,  
*WORK AND PLAY*, PAGE 70.

### 1. PREPARATION WITH THE WORK BOOK

**Page 70.** Continue the story with the study of the picture on this page, and proceed with the same method as was suggested for the other pages.

*New Words:* looked, their, began, cry.

### 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 64-66.** Proceed with page 70 of the Work Book in the same way as that suggested for the other pages in the Work Book on the Three Bear story.

*Follow-up Activity:* Continue the making of the booklet giving the following direction for the illustration on page 8.

Draw a table.

Draw the three bowls on the table.

Draw the three chairs.

Draw a black hole in Baby Bear's chair.

Draw Father Bear looking at his bowl.

Draw Mother Bear looking at her bowl.

Draw Baby Bear looking at his chair.

Make Baby Bear cry.

*New Words:* looked, their, began, cry.

### Pr. Pages 64-66.

*Introduction:* Recall the story to this point. "And now the Three Bears come home. What do you think

they will say when they find someone has been in their house? Let us read and see."

*Review:* "Tell what Father Bear said first. What did the Bears say when they looked at the bowls? What did the Bears say when they looked at their chairs? Read to us what Baby Bear said."

*Phrases:*

Someone has tasted	no porridge
looked at their bowls	began to cry

*Activity:*

Directions to be read and followed:

Play you are Father Bear.  
Say, "Look, our door is open.  
Someone is in our house."

Play you are Mother Bear.  
Say, "Someone has tasted my porridge."

Play you are Baby Bear.  
Say, "My bowl has no porridge in it."

Play you are Father Bear.  
Bring Mother Bear to look at the bowls.

Play you are Baby Bear.  
Cry and say, "Someone has made a big hole  
in my wee little chair."

## PART FOUR—SECTION 5

PRIMER: *JERRY AND JANE*, PAGES 67-69.

*WORK AND PLAY*, PAGES 71-72.

### 1. PREPARATION WITH THE WORK BOOK

Pages 71-72. Follow the same procedure for this page as that suggested for pages 63-70 of the Work Book. Before the children work out the exercise at the end of page 71, introduce the new word *ever*.

Questions like the following may be printed on the board; read, and answered by the children:

Did you ever see a dog? Yes No.

Did you ever see a tree walk? Yes No.

Did you ever see a bear cry? Yes No.

Did you ever see a cat lying down? Yes No.

*New Words:* been, lying, ever.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 67-69.** To cover pages 71-72 of the Work Book, follow the same procedure to that suggested for the other pages on this story.

The exercise at the bottom of page 71 may be printed on the board, and worked out by the class, and other Yes-No questions may be added. For further activity, the children may draw pictures to answer all the questions to which they would answer Yes.

The exercises at the end of page 72 should begin *Draw a chair*. "Find the picture," may be explained as meaning, that they are to look in the magazine or catalogue for a girl who looks like Goldenhair.

*Follow-up Activity:* Continue the making of the booklet—page 9.

Draw Father and Mother Bear's bed.

Draw the two bears looking at their beds.

Draw the wee little bed.

Draw Goldenhair in the bed.

Draw Baby Bear looking at her bed.

Color the picture.

Directions for page 10 of the booklet.

Draw the Three Bears' home.

Draw the woods by the house.

Draw Goldenhair running home.

**Pr. Pages 67-68.** Complete the story of the Three Bears. Page 69 gives an exercise on the whole story. When the story has been completed it should

be reread by the class. A rapid rereading of stories is an excellent means of developing good eye-habits, and the several techniques essential to fluent reading. The children enjoy this story so much that another motive is not necessary.

*Phrases:*

has been lying  
jumped up

is lying.  
ran down the stairs

*Activities:* Dramatize the story. The characters in the story may wear labels.

## PART FOUR—SECTION 6

PRIMER: *JERRY AND JANE*, PAGES 70-74,  
*WORK AND PLAY*, PAGES 73-76.

### 1. PREPARATION WITH THE WORK BOOK

**Page 73.** The new words on this page should be derived from a study of the pictures and the context. "Who is the lady mother is talking to? What do you think mother has been doing?" As the new words are given in the answers, they should be printed on the board and read by the class. Later the children should reread them, picking out the different words as they are called for.

In the last exercise the children should be told to cut out, and then read the three words at the bottom of the page. "These words have been each taken out of this last story. Can you put them back where they belong?"

*New Words:* car, grass, day, friend, took.

**Page 74.** Recall to the children the game they have played at parties, "Pinning the Tail on the Donkey." These little stories tell where these children put the tail on the horse. Read the first exercise, with the children calling attention to the words *tail* and *ears*.

The other new words should be arrived at from the pictures.

*Follow-up Activity:* If more drill seems necessary use the exercises suggested in the Plan without the Work Book.

*New Words:* tail, ears, mouth, feet, head.

**Page 75.** Precede the reading of this page by a study of the picture. Encourage the children to tell stories of how their dogs have scratched holes in the ground and buried things. Some of the sentences which contain suitable vocabulary may be printed on the board. If the teacher prefers, however, the Work Book page may be read as a class exercise, without the board introduction. The new words being put on the board afterwards, if the class requires further drill.

*New Words:* scratched, ground, again, where.

**Page 76.** This page offers no serious difficulties. The new words can probably be worked out from the context. The page, when completed, should be re-read orally, in order to see that the new words have been read correctly.

*New Words:* soon, be, move.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 70-74.** To cover page 74 of the Work Book, show the children a picture of a horse or draw one on the board. Then take word cards which have been prepared with the words, tail, ears, mouth, feet, head printed on them. Show and tell the words to the children, and then stick or pin the words on the proper place in the picture. Recall to the children the game of "Pinning the Tail on the Donkey." Suggest to them that they play a game like this with the cards. Give the cards to different children, and let them see if they can put them on the proper places. Introduce



the game spirit, encouraging them to laugh when the words are misplaced. The picture of the horse, with the words on the different parts, may be left up for further reference.

*New Words:* tail, ears, feet, head, mouth.

*Follow-up Activity:* The following directions may be printed on the board:

Draw a big dog.  
Color the dog's tail black.  
Do not color the dog's head.  
Color the dog's ears black.  
Color the dog's feet black.  
Color the dog's mouth red.

To cover page 75, let the children tell how their dogs scratch holes in the ground and bury things. A co-operative story, using the new words, *scratched*, *ground*, *again*, should be developed, or, if the teacher prefers, the story on page 75 of the Work Book may be printed on the board and used as a class exercise. The new word *where* may be introduced through an activity game. The teacher prints on the board the question, *Where is the ball?* and one child finds the ball, holds it up and answers, "Here is the ball." The following questions may be used:

Where is a big girl?  
Where is a little boy?  
Where is your head?  
Where are your ears?  
Where is your mouth?  
Where are your feet?

*New Words:* scratch, ground, again, where.

To cover page 76 of the Work Book, the group of sentences may be printed on the board, and if it is not feasible to draw the pictures, the teacher may ask for particular sentences as, "Find and read the sentence that tells about the bear scratching a hole," etc.

*New Words:* soon, move.

**Pr. Pages 70-71** introduces a new story about the dog, Laddie.

*Introduction:* "You have been telling stories about your dog. Would you like to read a story about Jerry's dog, Laddie? Look at the first picture and see if you can tell what the story is going to be about. What is the title to our story? Read the first pages, and see what Laddie did." The children read silently, the teacher assisting if the need arises.

*Review:* "Tell what Laddie did." If anything that he did is left out in the telling, have the children reread to find it out. "Read what Laddie said to the toy cat."

**Pr. Pages 72-74** continue the story about the dog.

*Introduction:* "Why was Laddie cross at the toy cat? Can you guess from the pictures what Laddie did with the little toy cat? Read and see if you have guessed right."

*Review:* "Tell what Laddie did first. Tell everything else he did to the little toy cat." If anything is forgotten, the children should reread orally.

*Phrases and sentences:*

One day	in his mouth
in the car	on the ground
on the grass	scratched and scratched
with friends	Soon the hole was big.
did not move	in his mouth again
make you move	the little cat's feet
He took it	its ears

*Activity:* (Directions to be read and followed.)  
**Dramatize:**

Scratch a hole in the ground.  
Move your head and feet.  
Play you are Snow and run away.

Go away in a car.  
Do not move.  
Open your mouth.

## PART FOUR—SECTION 7

PRIMER: *JERRY AND JANE*, PAGES 75-78,  
*WORK AND PLAY*, PAGES 77-78.

## 1. PREPARATION WITH THE WORK BOOK

**Page 77.** This page should offer no difficulties. The new words should be derived from the context with the aid of the pictures.

**Page 78** is a series of Yes-No questions, designed to review words related to the dog story, while testing the children's mastery of ordinary information.

*New Words:* (page 77) bone, digs, hung; (page 78) none.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 75-78.** To cover page 77 of the Work Book, the three pictures on this page that explain the new words may be drawn on the board, and the sentences printed underneath. Before the direction to color, the direction, *Draw this picture* should be inserted. The teacher, if she prefers, may let the class make up a co-operative story, using the new words on the Work Book page as:

A little dog has a bone.  
He digs a hole in the ground.  
He puts the bone in the hole.  
A big dog sees the hole.  
He digs up the bone.  
The big dog runs away  
with the bone in his mouth.

Print the Yes-No questions from the Work Book, page 78, and have the class read single statements silently, and individual children answer yes or no. Then have oral reading and discussion.

*New Words:* bone, digs, hung.

**Pr. Pages 75–78.** This assignment is the remainder of the story. Before reading this part, the children should reread the preceding episodes in the story.

**Pr. Page 75.**

*Introduction:* “What do you suppose the children are doing?”

*Review:* “Tell what the children are doing.”

*Phrases:*

by and by	looked at	did you take
Soon they came	hung down	You take bones
But they could not	his head	

**Pr. Pages 76–77.**

*Introduction:* “Did they find the toy cat?”

*Review:* “Tell about the finding of the cat.”

*Phrases:*

Where Laddie had scratched	hung his tail
dig up	Will you ever
took out	do that again
hung his head	

*Follow-up Activities:* 1. *Dramatize* the story “What Laddie Did.” Each character should have a label to wear, and objects may also be labelled as ground, hole, etc.

2. *Phonetics:* Review *h*. Page 77 has a number of words beginning with *h*, as: *hole, her, house, hung, his, head*. If the list on page 151 of this *Manual* has been developed, it may be reviewed at this time.

**Pr. Page 78.** This may be used as a group exercise. Have the children reread sections of the story which give the correct words.

## CHAPTER XI

### PART FIVE

#### THE BIRTHDAY PARTY

PRIMER: *JERRY AND JANE*, PAGES 79-92,  
*WORK AND PLAY*, PAGES 79-84.

*Activities:* The topic in which Part Five centres is of interest to every child—a birthday with presents and a party. Such a situation presents a strong motive for activities along linguistic, artistic, dramatic, constructive and exploratory lines. During this period the classroom project may centre in a party, which may be held to celebrate a child's or doll's birthday, and may be just as simple or elaborate as the teacher wishes. Refreshments may or may not be served. Some guests—mother, small sisters and brothers, another class or singing teacher—may be invited. Even one guest creates an audience situation, and makes the planning for the party more meaningful. The children may make all the plans for the party, the invitations and the form of entertainment, the teacher working as a helpful member of the group, and by suggestions, making the children appreciate that the entertainment they are planning must be suitable and interesting to their guests.

#### *Aids in Extending Reading Ability*

*Supplementary Reading.* During this final period most of the children can be entrusted to read suitable books and stories. The list of books on page 78 include a number that are especially adapted to the

first term. The following are recommended for reading at this stage:

AUTHOR	TITLE	PUBLISHER
Ayer	<i>The Easy Book</i>	Macmillan
Baker	<i>Everyday Classic Primer</i>	Macmillan
Harding	<i>Pat and Patsy</i>	Dent
Waterman	<i>Our Little Reader</i>	Gage
Hardy	<i>The Little Book</i>	Wheeler
Gates	<i>Peter and Peggy</i>	Macmillan
Burnet	<i>An Easy Primer</i>	Ryerson

### PART FIVE—SECTION 1

PRIMER: *JERRY AND JANE*, PAGES 79-83,  
*WORK AND PLAY*, PAGES 79-81.

Pages 79-81 introduce the children to the party project. The work on these pages should be preceded by a conversational lesson on parties that the children have enjoyed. Some of the stories should be printed on the board and read by the class, as:

Mary had a birthday party.  
 She was six years old.  
 She had a big birthday cake.  
 There was pink ice-cream, too.  
 The children had good fun at Mary's party.

The children should require no further assistance with these pages. After each page is completed, the different parts should be read orally by individual children. The children should also be asked to find particular sentences or phrases; when these are found they should be read orally. For the color pink that is required, the teacher may explain to the children that they may use light red.

*Follow-up Activity:* Use any drill game the children enjoy to review the new words.

*New Words:* (page 79) ice-cream, pink, cake, glass, five, six; (page 80) to-morrow, birthday, party; (page 81) letter, from, dear, we'll.



## 1. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 79-83.** To cover pages 79 to 81 of the Work Book, the introduction suggested in the Work Book Plans should be used. Several class stories may be composed and printed on the board. Then the sentences from the Work Book, with or without the pictures, may be printed. The directions to draw should be inserted (page 79) before each direction to color. The exercises on page 81 of the Work Book may be illustrated by the children, after they have been read orally by individual children.

*Follow-up Activity:* Reread the activities suggested at the beginning of this chapter and plan a letter of invitation to someone to come to a classroom party.

**Pr. Pages 79-81.**

*Introduction:* "Look at the pictures. What do you see lying on the table? Let us read and see to whom the letters are going and what they say."

*Review:* "For whom are the letters? Read to us what the letters said. Who wrote the letters? Would you like to write a letter, too?"

*Phrases:*

six little letters  
will soon be six  
a birthday party  
lying on the table  
for six little girls  
and boys

Dear little friend  
to-morrow at two  
We'll be looking  
pink ice-cream  
from a pretty pink  
glass.

*Activity:* Review any troublesome words or phrases by using some of the games suggested in the Manual, pages 79-80.

**Pr. Page 82.**

*Introduction:* "Look at the pictures. What are Jerry and Jane doing? Let us read about posting the letters."

*Review:* "Tell about posting the letters."

**Pr. Page 83.**

*Introduction:* "What is the title of this page? Guess what was in the boxes. Read and find out what was in the birthday boxes."

*Review:* "Tell what was in Jerry's box. Tell what was in Jane's box. Read what mother said to the children."

*Follow-up Activity:* 1. The children may tell about some of their birthday presents. The names of some may be put on the board and read at the end. A number of words may be printed on the board and boxes put around them. Then the children may pretend to take a birthday box; they must tell what was in the box. The following phrases may be used:

a pink glass	a picture
ice-cream	a toy bird
a letter	a doll's house
a pink bowl	a Teddy Bear
a big doll	a story book

2. *Phonetics:* Page 83 has a number of words beginning with *b*, and will make a good exercise for reviewing this letter (page 104 of this *Manual*). The words on page 83 are: *birthday, boxes, box, boy, book, breakfast*. The following words, beginning with the letter *b*, have already been used in the Primer: *big, bow-wow, but, black, brown, baby, by, bed, built, bags, boards, brings, birds, bears, bowls, back, began, been, bones, be*. The following appear later in the Primer: *button, blue, barn, butter, bottle, bread, baked*.

**PART FIVE—SECTION 2**

PRIMER: *JERRY AND JANE*, PAGES 84-92,  
*WORK AND PLAY*, PAGES 82-84.

**1. PREPARATION WITH THE WORK BOOK**

**Pages 82-83.** These pages require practically no additional directions. The new words should be

worked out from the picture and the context. The word *surprise*, however, may be confusing, and may be developed on the board, or from the study of the picture on page 82 of the Work Book.

*Follow-up Activity:* Discuss with the children the game, "In and Out the Window," on page 82 of the Work Book. The following directions for playing the game may be printed on the board and, when read by the children, the game may be played.

Let us play, "In and Out the Window."

Make one big ring.

All take hands and put them up.

A boy and a girl may go

"In and Out the Window."

*New Words:* (page 82) window, played, surprise, o'clock; (page 83) button, pony, ring, man, cent.

**Page 84** is a series of Yes-No questions, designed to review words relating to the birthday party, while they test the child's mastery of ordinary information about familiar affairs.

*New Words:* none.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 84-92.** Let the class make up a co-operative story, using the new words on the Work Book, page 82, or the teacher may introduce the new words by developing the game, "In and Out the Window," saying that she has a surprise for the children. The directions suggested for playing may be printed on the board.

The group of sentences on page 83, with or without the pictures, should be put on a chart or on the board, the directions to draw being inserted before the directions to color.

**Page 84** should also be reproduced on the board or on a chart.

*Follow-up Activity:* Review, using any popular game, the new words on Work Book, pages 82-84.

*New Words:* window, played, surprise, o'clock, button, pony, ring, man, cents.

**Pr. Pages 84-92.** This section continues the story of the birthday party, and the conversational lessons on parties should be continued.

**Pr. Pages 84-87.**

*Introduction:* "The day of the party Jerry and Jane are very excited. Father tells them that a surprise for the party will come at three o'clock. What do you think the surprise is?" The children should be allowed to guess.

*Review:* "Tell about the surprise. What did Jerry think the surprise was? What did Jane think the surprise was? What games did the children play? Why did Jerry and Jane ride first on the pony?"

*Phrases:*

a surprise for the party  
at three o'clock  
a birthday cake  
all played  
at two o'clock

Button, button  
Who has the button?  
In and Out the Window  
a dear little pony  
a man

*Follow-up Activities:* 1. Continue the plans for the class party. Let the children suggest games to play. Play the games with the children, putting the directions on the board whenever possible.

2. *Phonetics:* Introducing the phonogram *ed* (as in played). The phonogram appears as a suffix, which changes the word from the present to the past tense, in the following words, which have already been introduced in both the present and past forms: *called, looked, jumped, scratched, played*. (*Tasted* should not be used at this time, since the *ed* sound in this word is a separate syllable.) The words may be printed on the board,

and the children may underline the part that is the same in all. Then they may name other words that end in *ed*. The teacher may write on the board other words which the children have named. She may now contrast this past form of the verb with some other form of the word, by putting on the board such sentences as, *I call my dog, I called my dog*. The attention of the children may be directed to the difference, not only in the form of the word, but also the difference in meaning. When other words appear containing the phonogram *ed* they should be reviewed.

**Pr. Page 88-89.**

*Introduction:* The children should enjoy the picture, talking freely about everything that is on the table. The teacher may make a list on the board of everything that is mentioned. "Would you like to read what the children say when they saw all the pretty things on the table?" Children read silently.

*Review:* "What did one little girl say? What did Teddy say? What did May say? What did Jane say?" Individual children may read orally the answers to the questions.

*Follow-up Activity:* Continue the preparations for the school party. Little boxes, paper cut in circles for plates, paper serviettes, may all be made and decorated with little cut-out flowers. Directions for the making of the articles should be printed on the board whenever possible.

**Pr. Page 90.**

*Introduction:* "What does mother generally put in your birthday cake? What do you think was in Jerry and Jane's birthday cake?"

*Review:* "What was in the cake? Who had the ring? Who had the five cents? Who had the button?"

**Pr. Page 91.**

*Introduction:* "What did Jerry and Jane say to father and mother when the party was over?"

*Review:* "Tell what Jerry and Jane said to father and mother?"

*Phrases:*

Look for the ring  
Look for the button  
the five cents

Then it was time  
Thank you  
for the good time

*Follow-up Activity:* Continue the preparation for the party. The stories of "The Three Bears" and "What Laddie Did" may be reread, to see if they would be suitable to dramatize at the party. The children may reread also the story of Jerry and Jane's party, to see if they missed any ideas that they might use at their own.

After the children have had their party, they may make a co-operative story telling about it. This may be for the purpose of telling some child who has been absent about it, or to send to some child who has moved to another school. The record might also be left in the library for next term's class to read.

**Pr. Page 92.** This page gives a comprehension test on the story of the birthday party. It may be used as an individual exercise, with the children reading and drawing a picture at their desks, or as a group exercise with individual children drawing the picture at the board.

*Follow-up Activity:* The children may compose similar riddles, the teacher putting on the board those that contain suitable vocabulary.



## CHAPTER XII

### PART SIX

### SCHOOL DAYS

PRIMER: *JERRY AND JANE*, PAGES 93-120,  
*WORK AND PLAY*, PAGES 85-94.

*Aim:* The following are the objectives of the work in this period:

That the pupils:

1. May be so interested and so eager to read that they will be oblivious to their surroundings.
2. May be able to read easily and naturally, with full comprehension any simple reading material.
3. May begin to feel independent in reading, and, when necessary, apply their phonetic knowledge intelligently.

4. May want to read many stories at school and at home, and to share with others what they have enjoyed.

*Activities:* The material in the last unit falls into three sections dealing with three general topics:

1. School Days—a class activity including making of the play farm, caring for the pets and making butter and bread.
2. Saturday—a visit to the city.
3. A Bed Time Story—telling stories.

In connection with sections one and two, for children who live in the country an excursion to a neighboring city or town is desirable, and, for children who live in the city, an excursion to a farm where cows and other animals are kept. However, in many cases this may not be practical, so pictures and stories may be used to broaden the children's experiences.

Section three contains a story called "The Little White Rabbit," which provides excellent opportunity

for a related activity. More detailed suggestions, concerning activities related to each of these sections, are given in the daily lesson plans.

## PART SIX—SECTION 1

PRIMER: *JERRY AND JANE*, PAGES 93-95,  
*WORK AND PLAY*, PAGE 85.

### 1. PREPARATION WITH THE WORK BOOK

**Page 85.** This page requires practically no additional directions. The new words should be worked out from the pictures and context. *Suit* may be confusing. If it seems desirable, there may be a discussion of the picture before the text is read, and the word *suit* may be put on the board in this connection.

*New Words:* school, sand-table, suit, miss.

### 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 93-95.** The sentences on page 85 (inserting the directions to draw) may be reproduced on the board or chart, and illustrated by original drawings or by pictures cut from periodicals. The sentences should be read as a class exercise, then the directions followed. At a later period the new words should be drilled upon. If the teacher prefers, she may have a conversational lesson about the school and develop a class story using the new words.

*New Words:* school, sand-table, suit, miss.

### Pr. Pages 93-95.

*Introduction:* "Look at the pictures. Where are Jerry and Jane going? What are they wearing? Let us read and see what the children do in school."

*Review:* "Tell what Jerry and Jane do in school."

*Phrases:*

school days	their school books
his good brown suit	Miss White
her pretty blue dress	Away they go

**Activity:** Let the children tell what they do in school. A co-operative story may be built up about the things they *like most* to do. This will give the teacher a useful indication of the type of work that is most interesting to children.

**Phonetics:** Introducing the phonogram *ing*. Thus far the verbs introducing *ing* are: *going, looking, eating*. Sentences like the following may be printed on the board or on cards:

I am going home.

I am looking for my ball.

I am eating my dinner.

The children may then be asked to pick out the words that end as *going* ends. These words may be underlined and the sentences reread, the pronunciation of the *ing* being especially noted. The verb forms in *ing* may be made from other familiar verbs (*read, pull, walk, ask, drink, call.*) After this the children may be asked to find *ing* in four other known words: *morning, sing, bring, ring.*

## PART SIX—SECTION 2

PRIMER: *JERRY AND JANE*, PAGES 96-100,  
*WORK AND PLAY*, PAGES 86-89.

### 1. PREPARATION WITH THE WORK BOOK

**Pages 86-87.** These pages should serve as an introduction to a farm project. They should be preceded by a conversational lesson on the experiences the children have had on a farm. Some group stories may be printed on the board. The new words should be used in these stories. Pictures of farm-life should be displayed on the bulletin board and story books on the farm should be put on the library table.

The children should find no difficulties in these pages. After the coloring and cutting out has been completed, they may be shown how to fold the figures on

the dotted line before pasting. If page 87 is pasted on a piece of cardboard (box lid), the little scene may be preserved. The teacher may also show the children how to put these cut-outs in a peep-show box (a box with a large hole in the top, covered with yellow tissue, or cellophane paper, and a smaller hole in front to look through.)

*Follow-up Activity:* Let the children make other animals to go on the farm.

*New Words:* (page 86) barn, cow, rabbit, hen, chickens; (page 87) farmer, him, wife, farm.

**Pages 88-89.** These pages should require no further directions. The new word *long* may be confusing, and may be put on the board. With some classes it may be advisable to study the pictures on page 89, in order to help them to derive the new words from the context, after they are mentioned in a discussion of the pictures. After these two pages have been completed, they should be reread orally, in order to insure the correct interpretation of the new words.

*Follow-up Activity:* For further work the teacher is referred to the activities suggested in the Plan without the Work Book.

*New Words:* (page 88) eggs, bread, long; (page 89) bottles, cream, butter, shook, baked.

The following references, in addition to those listed on page 78 may be used as a means of securing information and suggestions for projects and activities. Some may be read aloud to the class.

AUTHOR	TITLE	PUBLISHER
Colvin and Stevenson	<i>Farm Projects</i>	Macmillan
Wolcott	<i>The Singing Farmer</i>	World Book
Smith	<i>The Farm Book</i>	Houghton
Mathews	<i>City Stories</i>	Macmillan
Tippett	<i>I Live in a City</i>	World Book
Kirk	<i>The Motorman</i>	Macmillan
Peardon	<i>Adventures in a Big City</i>	Macmillan

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 96-100.** This section should be introduced, as was suggested in the Work Book Plan, page 179 of this *Manual*, by having the children tell of their experiences on the farm. Several of their stories may be printed on the board and read. Labelled pictures, or one big picture, of, *a barn, cow, rabbit, hen, chickens, farmer, and farmer's wife*, should be shown or drawn on the board. These pictures should be left in a prominent place for a day or two, in order that the children may use them for reference.

*Follow-up Activities:* The directions to draw and cut out, or, if plasticine or clay is available, to make all the animals on the farm, may be put on the board as:

Draw a cow.

Color the cow black and white.

Cut out the cow.

When these directions have been completed, a diagram like page 87 may be put on the board or on the chart. On a green paper the children should place their animals where the names on the diagram indicate. They should be shown how to paste a little brace at the back to make their cut-outs stand up. A peep-show, as suggested, page 180, may be made.

To cover the work of pages 88-89 the exercise may be printed on the board, and carried out as a class exercise.

*Follow-up Activity:* The following incomplete sentences may be printed on the board for the children to complete as a class exercise:

The barn is on the ———.

The cow gives us ———.

The farmer's wife made the ———.

Butter is made from ———.

The children had cream in a ———.

They shook the bottle and made ———.

The farmer's wife baked some ———.

The blanks may be filled in by the following words: *farm, milk, butter, cream, bottle, bread*. These words may be printed on cards or on the board, and as the sentence is read a child will indicate the proper word to complete the sentence. After the blanks have been filled, the exercise should be reread orally, sentence by sentence, as many children as possible participating.

**Pr. Pages 96-98.**

*Introduction:* "What do you think they made on the sand table in Jerry and Jane's room in school?" Let the children read the title and look at the pictures. "Read about their sand table."

*Review:* "Tell about the sand table. What did they put on it?"

*Phrases:*

the play farm  
a sand-table  
make a farm  
a big barn

toy cows  
the farmer's wife  
hens and chickens  
lay eggs  
a toy rabbit

*Activity:* From suitable material the class may plan the construction of a sand table, similar to the one in the story. The children may arrange who are to do the different parts of the work. The names and assignments should be put on the board or in some other prominent place. For suggestions for sand tables see page 264. The planning for the sand table should require the rereading of these pages.

*Phonetics:* As the class has now read a number of words beginning with the *w* sound, they may be interested in making a list of as many words as they can beginning with this sound. Words that have appeared in the Primer are: *with, wagon, wants, walk, we, wee, were, was, woods, went, windows, wife*. Words



beginning with *wh* should not, of course, be included. If any are offered they may be omitted or placed in a separate list.

**Pr. Pages 99–100.**

*Introduction:* “What do you think the children made in school?”

*Review:* “Tell how the children made butter. What did they do with the butter?”

*Phrases:*

make butter  
the farmer  
cream from milk

into a bottle  
shook the bottle  
on some bread

*Activities:* 1. Let the children make butter, as suggested in the Primer. The children may make booklets telling of their experiences in making butter. A booklet of farm animals may also be made.

2. *Phonetics.* Introducing the phonogram *er*. The attention of the children may be called to the similarity in the two words *butter* and *farmer*. Words with which the children are already familiar are: *mother, father, dinner, after, under, ever, letter, farmer, butter, water.*

PART SIX—SECTION 3

PRIMER: *JERRY AND JANE*, PAGES 101-106,  
*WORK AND PLAY*, PAGES 90-91.

1. PREPARATION WITH THE WORK BOOK

**Page 90.** This page requires practically no additional directions. The two new words may be told to the children before taking up the page.

*New Words:* nose, leaves.

**Page 91** continues the story of the farm. This lesson may be preceded by a discussion of some of the things that grow there. Some wheat seeds may be

planted on the sand-table or in a dish, for the children to observe the growth. A class story telling of the making of bread may be developed and printed on the board. The class should then proceed without further help with this page. When completed it should be read orally by individual children.

*New Words:* wheat, flour, water, peep.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 101–106.** Print the story, page 90 of the Work Book, on a chart, or on the board, inserting the direction *Draw the little rabbit under the tree*, before *Colour the rabbit*, etc. After the exercise has been read, the direction may be followed by the children drawing on paper or as a class exercise at the board.

*Follow-up Activity:* The children may tell about their pet rabbits, what they do, and what they like to eat. Print some of these stories on the board.

Use the introduction suggested in the Plan with the Work Book for page 91. Then print the different groups of sentences on the board, substituting the word *Draw* for *Here is*.

*New Words:* nose, leaves, wheat, flour, water, peep.

### Pr. Pages 101–103.

*Introduction:* “How should we take care of a pet rabbit if we had one here in school. Let us read and see how the children looked after the rabbit in Jerry and Jane’s school.”

*Review:* “Tell about looking after the rabbit in the school.”

*New Word:* goes.

### *Phrases and Sentences:*

put him in to it	green leaves
at him	some water to drink
his little nose	eats the leaves
goes up and down	drinks the water
His ears are long.	

*Follow-up Activities:* 1. Draw and color a rabbit or make cut-out rabbits from paper.

2. Have a rabbit display on the bulletin board.

3. If it is feasible one child may be permitted to bring his rabbit to school for a day or so.

4. Stories about rabbits may be printed on the board and read.

**Pr. Pages 104–106.**

*Introduction:* Let the children look at the picture. “What is in the little house now? How would you look after chickens at school?”

*Review:* “Tell about the chickens in school. What did the children feed the little chickens? How did the children make bread?”

*Phrases:*

some baby chickens

are yellow

Peep, peep

made a ball

ground the wheat

into flour

baked it

wheat to eat

*Activities.* 1. Draw and color little yellow chickens, cut them out of paper, or make them in clay, and paint them.

2. Tell stories about little chickens and make a booklet.

3. Get some wheat and make bread in school. Make a booklet telling what was done.

4. If some child takes the bread home to have it baked, as is suggested in the Primer, let the class compose a letter thanking the mother for baking the bread. The letter should be printed on the board for all to read.

**PART SIX—SECTION 4**

PRIMER: *JERRY AND JANE*, PAGES 107-109,  
*WORK AND PLAY*, PAGE 92.

**Page 92.** In this page the scene shifts from the schoolroom to the city. The children are now intro-

duced to words and ideas about the streets and the stores. At this time the activities in the schoolroom may deal with almost any phase of city life. The children may become interested in making a miniature street-car and the street. One child may dramatize the activities of the motorman, or the conductor, using toy money and toy tickets; another, the activities of the policeman, using Stop-Go signs. Other children may form the passing crowd, some of whom ride in street-car, or stop and look in the store window. Children may draw pictures of various street scenes and characters. They will be interested in the duties of the policeman and the postman. They should be made to understand that the policeman is their friend to whom they may go for help if they are lost or wish to cross the street.

*New Words:* street, city, many, stops.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 107-109.** Use the activities as suggested in the Plan with the Work Book. Have the following words on cards or on the board: *city, street, street-car, stop, go, many, stores*, and have them read frequently. Put these directions on the board for the children to follow:

Draw a street.

Draw a street-car.

Draw many girls and boys on the street.

Draw a box.

Print on the box, "Go."

Color it green.

Draw a box.

Print on the box, "Stop."

Color it red.

The children may make a co-operative story about the city, stores, street-cars, etc.

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**NOTE:** An appropriate book for reading aloud at this time is, *Adventure in a Big City*, by Peardon and Cornegys (Macmillan).

**Primer, Pages 107–109.**

*Introduction:* “Let the children discuss the pictures. Where are Mother, Jerry, and Jane going? What do you think they will do and see in the city? Let us read and find out.”

*Review:* “Tell what Jerry and Jane saw in the city.”

*Phrases:*

to the city  
your pink dress  
your blue suit

many streets  
many big stores  
read “Stop”

**PART SIX—SECTION 5**

PRIMER: *JERRY AND JANE*, PAGES 110-120,  
*WORK AND PLAY*, PAGES 93-94.

**1. PREPARATION WITH THE WORK BOOK**

**Pages 93–94.** In this section the scene shifts back to home again. The children, tired out after their busy day in the city, are soon in bed, looking at the moon that peeps in at the open door. Then mother reads them a bed-time story.

**Page 93** should require no extra directions, the children deriving the words from the pictures and the context. After the work has been completed, have the exercise read orally.

*Follow-up Activity:* The following directions may be written on the board and the children may dramatize them:

Play you are the moon.  
Look down from the sky.  
Tell us what you see.

Play you are a yellow star.  
Look down from the sky.  
Tell us what you see.

Some of the things the children see may be printed on the board.

*New Words:* moon, sky, stars, night.

**Page 94.** The usual procedure should be followed with this lesson.

*New Words:* laugh, way (the word *away* has been used).

## 2. PREPARATION WITHOUT THE WORK BOOK

**Primer, Pages 110-120.** A night scene may be drawn on the board, or a poster made and shown to the children. The new words, *sky*, *star*, *moon*, should be printed on cards which the children can match to the picture. The sentence, *This is a picture of night*, may be printed underneath. This picture may be left in a prominent place for further reference.

The sentences on page 93 of the Work Book may be printed on the board, the word, *Draw*, being substituted for the words, *This is*, or *Here are*. This exercise may be read by the class, and the directions followed on paper at their desks.

*Follow-up Activities:* Use those suggested in the Plan with the Work Book.

The Yes-No exercises, on page 94 of the Work Book, may be copied on the board or on a chart, and used for a class lesson.

**Pr. Pages 110-120.** This should be very easy, enjoyable reading for the class. There are no difficulties and The Rabbit Story contains only one new word, *way*.

### **Pr. Pages 110-111.**

*Introduction:* "After Jerry and Jane are in bed the moon looks in at the window. What do you think Jane asks the moon?"

*Review:* "Tell what Jane asked. What did the man in the moon say?"



*Phrases:*

Good-night	in the sky
the moon	O man in the moon
many stars	looked down and laughed

*New Word:* laughed.

*Activity:* The children may compose little rhymes about the moon or the man in the moon. Some of these should be put on the board.

**Pr. Pages 112–120.**

*Introduction:* “What is the story called that Mother read to the children? Let us read it.”

*Review:* “Where did little White Rabbit want to go? How did the moon help little White Rabbit?”

*Activities:* 1. Dramatize the story of White Rabbit.  
2. Make a picture story book telling the story of White Rabbit.

3. Make a movie or puppet-show of the story.

If the TABLE OF CONTENTS has not been discussed earlier, it may be presented in connection with the re-reading of the book, provided the class has sufficient counting to enable them to make use of it. With a slow group the use of the TABLE OF CONTENTS may very well be left till later.

*Further Reading:* As soon as the pupils have acquired enough reading ability to make it possible, they should do some supplementary reading each day. Supplementary books that are listed on page 78 may be introduced.

## CHAPTER XIII

### NATURE OF THE COURSE FOR THE SECOND HALF-YEAR

*Introduction:* The work provided for the second half-year is the natural outgrowth of the instruction provided for the first half-year. Pupils who have completed the Primer, and the Primer Work Book or its equivalent in exercises, will have no difficulty in going ahead with the second half-year materials. Some of the characters that were introduced in the Primer appear again in new activities in the Reader. This provides a continuity of interest between the two books.

A teacher in the Primary Grade should familiarize herself with the materials in both the first and second-term courses.

*Adjustment of the Second Half-year Work to the Different Types of Classes:* The materials for the second half-year have been so constructed that it will not be difficult for children, who have had some other course during the first half-year, to begin the Work-Play course at this stage. In the first part of the course, provision is made for review of many of the words introduced during the first half-year. The content of the Reader and Work Book has been so carefully graded that even the slower pupils, or those who have had other types of work during the first half-year, should find few difficulties. The organization provides for abundant preparation for the new words to be met in the reading-book lessons. (See page 4.)

Gradually the children are thrown more and more upon their own resources. During the latter part of the second half-year course, the average pupil will be

able to read the materials in the First Reader and in the First Reader Work Book with little special help. Suggestions are made in the Daily Lessons Plans for adjusting the material to the ability of the Group.

*The Organization of the Reader and the Work Book Material:* The work of the second half-year is divided into nine parts, a part being represented by a chapter in *Book One* and the related chapter in *Work and Play*. Each part deals with a general topic. The part, therefore, includes a series of stories, poems and articles related to the general topic. The Work Book provides informative materials and interesting exercises, designed both to provide a background for the stories and to equip the child with the essential reading vocabulary.

The topical arrangement has been adopted in order to make it convenient for the teacher and pupils to arrange related projects, and to tie up the reading with school excursions, school parties and other classroom activities. It should also serve to inspire supplementary reading. Some teachers may find it profitable to organize the entire work of the second term around the First Reader topics. Suggestions for classroom activities will be found in the Daily Lesson Plans.

*Importance of Re-reading Preceding Sections of Manual:* Teachers who have not carefully read the suggestions for the first half-year should do so at this time. They should be familiar, not only with the explanatory sections and the general directions to teachers, but also with the detailed programme of the first half-year. Since the main principles and practices for the two half-years are the same, they will not be repeated here in detail. The words introduced during the first half-year are listed at the end of the Primer.

*Phonetics:* As was explained in Chapter III, the Work Books contain exercises and activities which develop a phonetic sense and abilities to work out the recognition, pronunciation and meaning of new and unfamiliar words, without extensive formal phonetic training. *Work and Play*, accompanying *Book One*, contains many more exercises suited to this purpose. As explained before, all that is needed to develop in pupils an attitude of observing the common elements in words is to attract their attention to the identical phonograms in certain words that appear as an intrinsic part of exercises in the Work Book pages. With this attitude, which is easily acquired if the work is not forced or artificial, the pupils will develop the necessary phonetic abilities in the natural process of reading the Work Book materials for the thought.

For those teachers who must, or who wish to, extend the phonetic training beyond that actually provided in the Work Book exercises, suggestions are provided in the Daily Lesson Plans.

The phonetic elements, to which attention is drawn in the materials, and for which additional instructions are provided in the *Manual* during the second term, are as follows: (The number indicates the page in the *Manual*):

all (197)	ing (206)	ll (216)	sh (228)
y (197)	ar (207)	oa (218)	ight (229)
ee (201)	oo (209)	un (218)	ur (239)
st (201)	ow (212)	ow (219)	er (243)
ch (201)	(snow)	(now)	ell (244)
ake (201)	ea (214)	old (223)	en (244)
ed (206)	ou (214)	at (225)	
	(out)	ai (226)	

In the Primer Course the child has had the opportunity of becoming acquainted with the simple initial consonant sounds, with the exception of k, j, v, x, y

and z. The work with initial sounds is continued and extended in the First Reader Course. The following phonograms were also presented in the Primer Course:

ed (called)  
ing

s (runs)  
th (they)

ay  
er

### METHODS OF PROCEDURE

*With the Work Book:* For pupils having both the Reader and the Work Book, the general method of procedure is given in Chapter VI. For slower groups additional drill and review may be provided by bulletin board, blackboard and flash-card exercises, by re-reading selections silently and orally, by making individual and class booklets, by developing co-operative stories, etc., as suggested in the Daily Lesson Plans: by using the activities suggested in the Plans without the Work Book.

*Without the Work Book:* When copies of the Work Book are not available for every child, it is desirable to provide preparatory work, by adapting the Work Book material, by developing co-operative stories, and by using other exercises. Every teacher should have a *desk copy* of the Work Book.

When adapting the Work Book material for use on the board, or on a chart, the teacher will find that sometimes the picture in the Work Book will add greatly to the value of the lesson. To make some of these pictures, the teacher who does not draw readily will find cut-out figures of persons and animals very useful. With cut-out figures the teacher need only sketch in a simple background, and then mount (stick with a very little paste so that they may be easily removed) the cut-outs in the proper place. Two cut-out dolls (a boy and a girl) may be used as Jerry and Jane throughout the term. In order to give variety, different dresses and suits may be worn by them.

The teacher should familiarize herself with *both procedures in the daily lesson plans and should use suitable material from either plan*. All suggestions for

phonetic training will be given in the Daily Lesson plans with the Work Book. These suggestions should be used, however, in the Plans without the Work Book, whether it is stated in the Plans or not. When the same introduction is to be used, the Plans, with and without the Work Book, are combined under the one heading. The new words are given in the Plans with the Work Book, and will not be repeated in the Plans without the Work Book. The teacher's attention is again directed to the possible ways of developing new words (page 6).

The words listed as new, in the Daily Lesson Plans for the Reader, are those that have not been used in a preceding Reader or Work Book lesson. To find what words would be new if only the reading book had been read, the teacher should use the list of new words printed on the last pages of the Reader itself.



## CHAPTER XIV

### PART ONE

### PETS AND PLAY

BOOK ONE, PAGES 1-20,  
WORK AND PLAY, PAGES 1-18.

*Activities:* Part One deals with some interesting natural episodes in the lives of children at play with their toys and pets. This part provides abundant opportunity for related classroom activities and projects. Section One provides for a continuity of interest by again introducing Jerry and Jane playing store. The Toy Shop may be constructed in a corner of the room on the sandtable or in a box. Toys, signs, advertisements, posters, catalogues, books and money may be made and collected. In connection with the next section, the story of "The Lost Cat," the children will probably be interested in telling stories and reading about other lost animals. After a discussion on play activities, in the last section, the children may wish to make a collection of New Games. Some simple games, as those described in Ross's *Reading to Find Out* (Macmillan), may be enjoyed by the class. The directions for playing some of these games may be printed on the board and read as a class exercise.

*Supplementary Reading:* The children may be encouraged to make, as well as to read, verses and stories about toys and pets. In the following books will be found materials which may be read to the children or adapted for telling to them.

AUTHOR	TITLE	PUBLISHER
La Rue	<i>The Fun Book</i>	Macmillan
Braden	<i>A Little Book of Well-Known Toys</i>	Rand
Dunlop and Jones	<i>Playtime Stories</i>	American Book

AUTHOR	TITLE	PUBLISHER
Hill and Maxwell	<i>Charlie and His Kitten Topsy</i>	Macmillan
Hill and Maxwell	<i>Charlie and His Puppy Bingo</i>	Macmillan
McCoy	<i>Tale of the Good Cat Jupie</i>	Macmillan

*Procedure:* In the Work Book, the lesson plans are numbered merely to indicate the order in which they are to be taken up. In many cases the teacher will find it advisable to take up several of these lessons on the same day, and occasionally she may wish to extend several individual lessons over two or more days. The length of the time will necessarily vary not only with the ability of the pupils, but also with the amount of discussion, dramatization and other related activities that are included.

## PART ONE—SECTION 1

BOOK ONE, PAGES 1-7,  
WORK AND PLAY, PAGES 1-6.

### 1. PREPARATION WITH THE WORK BOOK

**Page 1.** This is an introductory lesson. The teacher may first pass the Work Books to the class and let them examine the book as a whole. If it seems desirable, the teacher may collect the books after the preliminary examination, giving each child only the page he is to use. In the lesson on page 1, the children are introduced to the main topic—*Pets and Play*. The children may enjoy and discuss the picture. The new words, *playing* and *having*, should be derived from *play*, *have* and *ing*, and the other words phonetically. No help should be required in the working out of the exercise.

*New Words:* lesson, pets, playing, having.

**Page 2.** In this lesson the pupils are introduced to the main topic of this section, The Toy Shop. (Work

Book pages 2-6 deal with various events connected with playing store.)

*Activity:* See Plans without the Work Book.

*New Words:* toy-shop, brought, best.

**Page 3.** As there are a number of new words on this page, before being undertaken it might well be read orally as a class exercise. After the page has been worked out and corrected, the children may suggest other signs—see Plan without the Work Book.

*New Words:* sign, these, sell, buy, to-day, any, well.

**Page 4.** After this page has been completed (colored and corrected), the most attractively colored pictures may be put on the bulletin board. If a toy store is being made, the pictures may be cut out and mounted, and the sentence, "Come and buy. Grade 1 Toy Shop," printed underneath. These posters may be used as bills to advertise the Toy-shop.

*Phonetics:* In connection with Work Book page 4, introduce all as a word part, using *all* and *small*. Other familiar words containing this phonogram are *call, called, ball*. The children may be able to suggest *hall, tall, wall, call*.

*New Words:* great, small.

**Page 5.** The pupils, after completing the page, may make up other riddles about toys in the toy shop.

*New Words:* Mr. Toy-man, very, much.

**Page 6.** The Yes-No questions may be checked by an oral reading and discussion.

*Phonetics:* The pupils may at this time, if it seems advisable, make a list of the words they have read that begin with y. These are: *yes, you, your, yellow*. Then they may add to the list the words that are familiar that end in y.

city  
Jerry  
many

party  
pony  
pretty

story  
very  
any

*New Words:* does, how, reader, pages.

## 2. PREPARATION WITHOUT THE WORK BOOK

The material on page 1, with or without the pictures, may be copied on a chart or on the board. After the story has been read silently, one child may be chosen from volunteers to underline the proper word. Then the exercise may be read orally and any confusing points cleared up.

For page 2, follow the same procedure as suggested for page 1. If the picture is not used, make the first sentence read, "The children made a toy-shop." When the exercise has been completed, the children may illustrate the story.

The material on page 3 may be put on the board, and the children at their desks may draw boxes in which to print the signs. Some of the best signs may be cut out and used in the toy-shop or as labels on posters of toys, for example, "Buy a toy for Baby," may be put on a picture of a doll.

*Follow-up Activity:* The children may make signs for the different toys in the Toy-Shop. The teacher may at first assist the children in making little couplets as:

Buy a wagon to-day.  
You will like it for play.

Buy this big red car.  
It will take you far.

The children may illustrate the toys and print the rhymes underneath.

The material in *Work and Play*, page 4, may be printed on the board in a slightly modified form, so as to dispense with the picture and still include the new

words. The exercise may be modified as follows: (the pupils will read and follow the directions)

The Toy-Shop has no signs on it.

Let us make some signs.

Draw a great big box.

Print "A Toy Shop" in the great big box.

Draw four small boxes.

Print these signs in the boxes.

Doll 10c. Teddy Bear 5c. A Toy Dog 9c. A Toy Cat 7c.

Draw pictures of a doll, Teddy Bear, toy dog and cat.

Cut out the small signs.

Paste the small signs by the right toys.

Cut out the great big sign.

Paste it under the picture.

The best picture may be hung up and used as an advertisement for the Toy-Store.

*Phonetics:* See Plan with the Work Book.

Print Work Book, page 5, on the board. After it has been read silently one child may mark the right answer to the riddle. Then the story and riddle may be read orally and any difficulties cleared up. Other riddles may be composed and put on the board for reading.

The Yes-No exercise on page 6 may be put on the board, and, after the questions have been read silently, they may be read orally by individual pupils and answered by others.

The directions for reading in the Reader should be printed on the board.

### Reader, Pages 1-7.

*Introducing the Reader:* Note that the directions for reading this assignment in *Book One* are printed at the bottom of *Work and Play*, page 6. The children may open their books and examine them, turning the pages,

and looking at various pictures. The teacher will let them talk freely about the pictures and enjoy them. She will tell them that they will meet their old friends, Jerry and Jane, and will let them suggest some of the things they are doing in the pictures. She will also discuss the chapter heading and picture on page 1, and the picture on page 2, and will then conduct the reading as suggested in Chapter VI of the Manual.

### R. Pages 1-7.

*Introduction:* "Let us look at the pictures and see if we can tell what Jerry and Jane are doing? What is Jane saying to Jerry in the picture on page 4? What are they playing in the picture? Let us read and find out about their store. What toys are in the toy shop?"

*Review:* "Who thought first about making a toy shop? What did the signs say? What toy did Jane buy? For whom did she buy it?"

*Thought Question:* "What should Jerry know in order to be a good store-keeper?"

#### *Phrases:*

was playing  
are having  
a toy shop

the shop  
great fun  
the toy-man

buy from me  
these signs  
toys to sell

*New Word:* None.

*Activity:* The children may make a list of rules for a good store-keeper. These may be printed on the board and referred to when the children are playing store, as:

A store-keeper must be polite.  
He must talk nicely.  
He must keep his store clean.  
He must know where everything is.  
He must keep everything in its place.  
He must be able to read.  
He must be able to write, etc.



PART ONE—SECTION 2

BOOK ONE, PAGES 8-10,  
WORK AND PLAY, PAGES 7-10.

**Pages 7-10.** These four pages provide the essential vocabulary, and an introduction, to the story of *The Lost Cat*. Let the children discuss the pictures, telling of similar experiences they have had. By this time the children will have built up a system of word recognition that will enable them to develop the new words without any assistance from the teacher (page 6). When the pages have been completed, have the recognition of the new words tested by oral reading. If the class need further drill, use some of the suggestions in the Plans without the Work Book.

*Phonetics:* The Phonogram *ee*. In connection with *Work and Play*, page 7, it occurs in the new word, *asleep*, and in *tree* and *green*. Other words which occur in the First Reader are:

bee	meet	seek	sleeping
between	need	seen	sweet
feed	seeds	see-saw	teeth
keep			

*Phonogram st:* This is a frequently used phonogram, and may be introduced after page 9, in connection with the word *stay*. Words already familiar to the pupils are:

stairs	story	breakfast	best
stars	stop	just	tasted
store	streets	lost	must

*Phonogram ch:* This phonogram appears with relatively great frequency in the reading vocabulary of the first two years. In connection with the first exercise, on page 10, let the children underline the part that is alike in the two words *chair* and *children*.

Other words with this phonetic element that have been previously introduced are:

chickens  
lunch

which  
scratch

catch  
much

*Phonogram ake:* After the second exercise on page 10 the children may be given the opportunity to notice the parts that are alike in *take* and *wake*. They may recall other familiar words containing the phonogram, as, *make, bake, cake, rake*, and *snowflake* may also be added to the list.

*New Words:* (page 7) sun, climb, asleep, catch, lie; (page 8) race, an, won, lost; (page 9) foot, wanted, must, stay; (page 10) gone, when, wake.

#### 1. PREPARATION WITHOUT THE WORK BOOK

##### Reader, Pages 8-10.

The sentences on Work Book, page 7, may be slightly modified and put on the board. The first exercise may be changed, as,

Draw the sun.

Color the sun yellow.

A similar procedure may be followed with the others. The illustrations may then be made and colored. Since the pupils will not have the illustrations to guide them in the recognition of the new words, they should have a preliminary lesson on these before attempting the exercise.

*Activity:* Review the new words by using any game that the children may enjoy.

The stories and exercises on pages 8-10 may be copied on the board, with or without the pictures. After the stories have been read, the direction, "Draw this picture," may be given. These pages may be read as a class exercise, individual children underlining the "right words," or the children may read the material silently, and print the "right words" on paper at their

desks. Then the material may be read orally to test the accuracy of the seat work.

For new words and phonetics see Plans with the Work Book.

*Activities:* After Work Book, page 8, let the children tell about races they have run. Stories may be told of how fast dogs and cats can run. Some of these stories may be put on the board for reading.

After page 9, stories may be told and put on the board about lost pets. The teacher may show the children the "Lost and Found" column in a newspaper, and she may encourage them to try to read in order to see what has been lost. The children may bring advertisements for the bulletin board.

After page 10, a health discussion on the proper time to go to bed may be introduced. "Bedtime Rules" may be worked out with the class and printed on the board for reference, as:

I go to bed at seven o'clock.  
I sleep ten hours every night.  
I sleep with my window open.

The children may enjoy making a poster containing the rules.

## R. Pages 8-9.

*Introduction:* Let the children look at the picture, read the title and decide about what they think the story will tell.

*Review:* "Where are Jerry and Jane going? What did Laddie want Snow to do?"

## R. Page 10.

*Introduction:* "Where is Snow in the picture? Why did Snow run up a tree?"

*Review:* "How can a cat run up a tree? Why could Laddie not run up the tree?"

*New Words:* (page 8) good-bye (both these words have been taught separately); (page 9) off; (page 10) as.

## PART ONE—SECTION 3

BOOK ONE, PAGES 11-13,  
WORK AND PLAY, PAGES 11-13.

## 1. PREPARATION WITH THE WORK BOOK

**Pages 11-13.** These pages continue the preparation for the story "The Lost Cat." The children may tell of experiences they have had when trying to find their lost pets.

On page 11 the new words may be learned from the context and pictures. *Everywhere*, on page 12, may be worked out from the known word, *where*, and *found* from *ground*. On page 13 are a number of new words, with which some assistance may be given before the page is undertaken.

*Phonetics:* Put the words in the following list on the board one at a time, and ask the children to see what other word or words they can find in each.

And (an)	everywhere (every)(where)
mat (at)	seen (see)
small (all)	playing (play)
asleep (sleep)	looked (look)
bathroom (bath)(room)	wanted (want)
bedroom (bed)(room)	catch (cat)
playhouse (play)(house)	

*New Words:* (page 11) kitchen, bathroom, mat, floor, through, bedroom; (page 12) everywhere, found, places; (page 13) arose, sniffed, over, last, suppose.

## 2. PREPARATION WITHOUT THE WORK BOOK

The sentences on page 11 may be slightly modified for board use, "This is" being changed to "Draw." Pictures of a kitchen, bathroom and bedroom, cut from a periodical, may be shown to the children, and, as they name the rooms and some of the objects in the rooms, the names may be printed on the board and used in a preliminary drill.

The sentences on Work Book, pages 12 and 13, may be printed on the board and used as a class exercise.

*Activities:* 1. The children may draw, following directions, a room and furnishings.

2. The children may tell stories of dogs finding lost children or animals as, for example, sheep. These stories may be printed on the board. The new words in Work Book, pages 11-13, should be included in the story. A story like the following may be built up:

Baby was lost.  
 Mother looked everywhere for her.  
 She looked in the bedroom.  
 She looked in the kitchen.  
 But nowhere could Baby be found.  
 Mother called to the dog to look for her.  
 The dog ran through the house.  
 He ran to this place and that place.  
 At last he found the baby.  
 Where do you suppose he found the baby?  
 The baby was in the dog's house.

The last line might be omitted, and the children allowed to suggest possible endings.

For New Words and Phonetics see Work Book Plans.

### Reader, Pages 11-13.

While the children should, and will, continue to consider the pictures before starting the reading, introductory questions to suggest the content of the part to be read need now be used only with the slower groups. Recall and thought questions should follow the reading, with all groups.

### R. Pages 11-13.

*Introduction:* "Which pet is missing in the picture? Where was Snow when we last read about her? Let us read and find out who helps to look for Snow."

*Review:* Who helped to look for the cat? Where did they look? Why did Laddie "sniff" everywhere?

*New Words:* (page 11) next; (page 12) calling; (page 13) around.

*Activities:* 1. While pages 12-13 are being re-read orally, some children may make a pantomime of the story.

2. Let the children compose a suitable advertisement for Jane's lost cat. The best ones may be printed or put up on the bulletin board.

## PART ONE—SECTION 4

BOOK ONE, PAGES 14-15,  
WORK AND PLAY, PAGES 14-15.

### 1. PREPARATION WITH THE WORK BOOK

**Pages 14-15.** Page 14 completes the preparation for the story of "The Lost Cat," and page 15 contains a comprehension test on the whole story. Of the new words, *running* should be worked out from the known parts *run* and *ing*, *stopped* from *stop* and *ed*, *climbed* from *climb* and *ed*, and *wet* phonetically.

*New Words:* (page 14) bark, running, stopped, climbed, wet; (page 15) afraid.

*Phonetics:* Review the phonograms *ed* and *ing*, after page 14, in connection with the words *stopped*, *climbed*, *playing*, *running*. Some of the recently read words ending in *ed* are—*jumped*, *called*, *wanted*, *looked*, *sniffed*. At this time the children may be asked to make up words by adding the *ed* to any suitable words they have read recently, as, *bark*, *stay*, *play*.

Among the recent words ending in *ing* will be found: *having*, *looking*, *going*, *lying*. The children may make up words in the *ing* form by using some known words, as, *bark*, *climb*, *find*, *stay*, *want*, *catch*.



*Phonogram ar.* In connection with the new word, *bark*, the class may recall familiar words containing this sound. In the Primer are found,

are  
barn  
car

farm  
farmer  
garden

hard  
stars

party  
part

## 2. PREPARATION WITHOUT THE WORK BOOK

### Reader, Pages 14-15.

The complete material on Work Book, pages 14-15, may be put on the board for reading. The work may be carried on as a class exercise, individual children being asked to underline the right word on the board, or print the right word on paper at their seats and draw a line under it. With a slow class both procedures may be used. The directions for reading in the Reader should be put on the board.

### R. Pages 14-15.

*Introduction:* "What do the pictures tell you about the lost cat? Read and find out who found the cat."

*Review:* "How did Laddie find Snow? Do you think Laddie would remember that he had chased Snow up the tree? How long was Snow up the tree?" The last question may call for re-reading of a part of the story.

#### *Phrases:*

He stopped  
began to bark  
came running  
was afraid

climbed the tree  
brought Snow down  
cold and wet  
have found

*Activity:* The class may draw pictures showing every where that they looked for the lost cat. This will require a re-reading of the story to see that no place is left out.

## PART ONE—SECTION 5

BOOK ONE, PAGES 16-17,  
WORK AND PLAY, PAGE 16.

## 1. PREPARATION WITH THE WORK BOOK

**Page 16.** Have a preliminary discussion about fun on a see-saw. The children will require little incentive to talk about their experiences on a see-saw. If it is practical, a see-saw may be made in the school grounds. The new words, *see-saw*, *along*, *stayed* and *coming*, should be derived from the known words, *see*, *saw*, *long*, *stay* and *come*.

*New Words:* See-saw, end, other, along, stayed, coming.

## 2. PREPARATION WITHOUT THE WORK BOOK

The material on page 16 may be put on the board for use without the Work Book.

*Activity:* The children may make up a co-operative story telling of the games, or play, they like the best. Or, if they prefer, each child may make a poster of the play-time activity he likes the best. A preliminary discussion may precede the making of the pictures and a list of playtime activities may be printed on the board as they are suggested by the children, as:

## PLAYTIME

We like to play ball.  
We like to play hide and seek.  
We like to play on a swing.  
We like to play on a see-saw.  
We like to play with kites.  
We like to play with balloons.  
We like to play with dolls.

The children should be encouraged to try to print a descriptive sentence underneath their pictures. These pictures may be tied together, and a cover put on them to make a Playtime Book for the library.

**Reader, Pages 16-17.**

*Introduction:* "What are the children playing?  
Read and see if Laddie got on the see-saw."

*Review:* "What happened when Laddie got on the see-saw?"

*Phrases:*

On the see-saw	came along
On one end	stayed up
On the other end	how the children laughed
	coming down

*Activity:* Review the troublesome phrases with some of the games, or a co-operative story.

*New Words:* (page 16) while; (page 17) sitting.

**PART ONE—SECTION 6**

*BOOK ONE, PAGES 18-20,*

*WORK AND PLAY, PAGES 17-18.*

**1. PREPARATION WITH THE WORK BOOK**

**Pages 17-18.** As an introduction to page 17, the pupils may tell of their experiences with balloons. As the new words are used in the stories, the teacher may call attention to them by putting them on the board. The abbreviation *Don't* should be explained.

*Phonetics:* The phonogram *ing* may be recalled with the first exercise at the bottom of page 17 and also in the new word, *thing*.

*The Phonogram oo.* The *oo* sound, as found in the second exercise, may be presented to the class at this time. Care must be taken not to confuse the two sounds of *oo*. Only the one should be introduced at this time. The following words have been used before:

moon	balloon	bathroom
school	soon	bedroom
too	oo-oo	

*New Words:* (page 17) balloon, string, holds, wind, thing; (page 18) asked, calling, don't.

For classes without the Work Book, the material on pages 17-18 may be put on the board with or without the pictures. (The teacher will find "cut-outs" useful in the making of these pictures, see page 193.)

*Activity:* After the story on page 17 has been read, the new words may be removed from the sentences. The children then may reread the story orally, supplying the missing words. The teacher may print in the words as the children say them.

### **Reader, Pages 18-19.**

*Introduction:* "Who is the man in the picture? Did you ever see a balloon man?" (The children discuss orally and read silently.)

*Review:* "Tell what color balloons they bought. Why do balloons fly up into the sky?"

### **Reader, Page 20.**

*Procedure:* Conduct as a class exercise. The children read silently and the individual children may dramatize the different exercises. A child may play any exercise he may choose, and the rest of the class may try to discover which is being played.

*Activity:* The children may read Part One again to see if there are any more "Things to Play" that might be added to page 20.

## CHAPTER XV

### PART TWO

## WINTER FUN

BOOK ONE, PAGES 22-42.

WORK AND PLAY, PAGES 19-28.

*Introduction:* The general topic of this part is "Winter Fun." It contains informal selections and stories related to winter activities. A series of discussions and readings, which will greatly enlarge the pupil's knowledge of the characteristics of winter, may be developed. Such topics as "The Reasons Why We have Snow in Winter," "How Ice is Formed," "How Houses are Kept Warm in Winter," "What Winter is Like in Different Countries," "How Some Animals and Plants Take Care of Themselves in Winter," and others, may be introduced.

At this time the children may also be led to take an interest in the observation of weather signs, such as the direction the wind blows, the coming of a snow storm, and others.

*Supplementary Reading:* The children may be encouraged to make, as well as read, verses or stories about the wind, snow or frost. In the following books will be found materials which may be read to or by the children.

AUTHOR	TITLE	PUBLISHER
Perkins	<i>The Eskimo Twins</i>	Houghton, Mifflin
Uncle Robert	<i>Children of Snow and Ice</i>	Macmillan
Smith	<i>The Snow Children</i>	Beckley
Peary	<i>The Snow Baby</i>	Stokes

## PART TWO—SECTION 1

BOOK ONE, PAGES 22-27,  
WORK AND PLAY, PAGES 19-22.

## 1. PREPARATION WITH WORK BOOK

**Pages 19-22.** These pages contain exercises designed to give the child background information, and essential vocabulary, in preparation for reading "The Wind" story. The class may do daily as many of these pages as they can work out comfortably. Follow-up activities to give practice on the new words should follow each page.

*Phonetics:* After the exercise on page 22, ask the class to find the like parts in *snow* and *blow*. Other words containing the *ow* sound in the Primer and Reader are:

to-morrow	bowl	window
yellow	know	grow
growing	throw	showed

*New Words:* (page 19) hat, kite, winter, hill, clouds, clothes, woman; (page 20) fly, help, blow, blew, oo-oo, sang; (page 21) new, old, high; (page 22) strong, falls, everything.

## 2. PREPARATION WITHOUT THE WORK BOOK

The groups of sentences on pages 19-20 may be slightly modified, and put on the board for reading and following directions. The first sentences in each exercise on page 19 should read "Draw," instead of "This is," and the first exercise on page 20 should also contain the direction to draw. As there are a number of new words on these pages, they may be read first as a class exercise, and then the directions followed.

The material on pages 21-22 may be copied on the board and the directions followed.

*Activities:* 1. The children may keep weather charts, telling about the sun, wind, snow, clouds, etc.

2. The children may tell of their experiences when flying kites. A co-operative story may be developed and put on the board.



Reader, Pages 21-27.

R. Pages 21-23.

*Introduction:* "Look at the pictures and tell what the wind is doing."

*Review:* "Tell what the wind did to the old man. Tell what the wind did to the old woman."

*Phrases:*

winter	the man's hat
began to blow	a little old woman
Oo-oo Oo-oo	was putting out
sang the wind	some clothes

*New Word:* (page 23) putting.

R. Pages 24-25.

*Introduction:* "What do you think the wind blew next?"

*Review:* "Tell what the wind did next." "What happened to Jerry's kite?"

*Phrases:*

the wind blew	his new kite
oh! ho! ho!	to help him
to fly	fly high
	so strong

*Activity:* Let the children dramatize the story as the different sections are read.

*New Word:* (page 24) Ho.

R. Pages 26-27.

*Introduction:* "Look at the pictures. Can you tell what else the wind blew?"

*Review:* "Tell what the wind did to Jane. What was the funniest thing the wind did? What was the best thing the wind did? From where did the snow come?"

*Phrases:*

blew the clouds	began to fall
over the hills	everything

*Activities:* 1. Review the phrases with one of the games on pages 79-80.

2. Divide the story into sections, as: What the wind did first, second, third, etc. Then divide the class into groups, each group taking one section. After each group has reread the assigned section, let them make up two questions to ask. These questions may be printed on the board, and if there is any doubt about the answers the story should be reread.

3. Individual children may dramatize different parts of the story and the children may find and read the part that was dramatized.

*New Words:* (page 27) through, fell.

## PART TWO—SECTION 2

BOOK ONE, PAGES 28-30,

WORK AND PLAY, PAGES 23-24.

### 1. PREPARATION WITH THE WORK BOOK

**Pages 23-24.** Pupils may follow the directions in their Work Books. The exercises should be checked by an oral reading to make sure that all new words are recognized.

*Phonetics:* After the exercise on Work Book, page 24, ask the class to find the part alike in *hear*, *ears* and *eat*. Other words containing *ea* sound are:

read  
near  
each

clean  
eaten

beaver  
beautiful  
real

*The phonogram ou.* The children may underline the *ou* sound that appears in the three words, *our*, *clouds* and *house*, on Work Book, page 24. Other words containing the *ou* sound that will be familiar to the class are:

about  
out

around  
outside

count  
counted

found  
south

If any child suggests the words, *flowers* and *how*,

which are also found on this page, the difference may be explained.

*New Words:* (page 23) top, coal, warm, hear, eyes, flowers, apples; (page 24) Jack Frost, knows.

## 2. PREPARATION WITHOUT THE WORK BOOK

The Work Book, pages 23-24, may be copied on the board. The sentences should be modified as has been suggested with exercises of a similar type, as, for example, the first exercise may read:

Draw a box.

Put a top on the box.

Put a red X on the top.

Use as a class exercise, giving any necessary help with the new words. After the reading of page 23, let the pupils carry out the directions by drawing the pictures on paper at their desks.

## Reader, Pages 28-30.

*Introduction:* "What time of day is it? At what are the children looking?"

*Review:* "What did Jerry and Jane see when they awoke in the morning? What did they ask their mother?"

### *Phrases:*

did not hear

fast asleep

in their warm beds

leaves and flowers

Jack Frost

frost and snow

*Activity:* A co-operative story about winter, involving the new words and phrases, may be developed, as, for example:

Snow comes in the winter.

It falls on the hills.

It falls on the trees and  
houses.

It makes everything white.

Jack Frost comes in the winter.

He likes the cold wind.

He makes pictures on the  
windows.

He puts leaves and flowers  
in them.

The children might illustrate these stories.

*New Word:* (page 28) fast.

## R. Page 30.

*Procedure:* Conduct as a class exercise. Save for further practice any words that cause difficulties.

*New Word:* Word (taught in Primer Work Book).

## PART TWO—SECTION 3

BOOK ONE, PAGES 31-37,  
WORK AND PLAY, PAGES 25-26.

### 1. PREPARATION WITH THE WORK BOOK

**Pages 25-26.** These pages continue the theme, "Winter Fun," and introduce the idea of making a snow man. The children may tell of their experiences when making snow men, and one may be made if the situation permits. The children may color the pictures after the pages have been marked and corrected.

*Phonetics:* The double consonant *ll*. This consonant appears in the first exercise on Work Book, page 25, in the words *will, roll, ball, balls*. It also appears in many other words that the pupils have read or will read as:

all	pull	yellow	calling	small
call	shall	balloon	fall	still
called	we'll	bell	roll	tall
doll	will	bill	sell	well

It should be made plain that *ll* does not differ in sound from *l*.

### 2. PREPARATION WITHOUT THE WORK BOOK

Use the same introduction in presenting the work without the Work Book. When the children are telling of their experiences of making a snow-man, or playing with their sleds, put the new words on the board as they are mentioned. Pages 25 and 26 may be copied on

the board. After the story on page 25 has been read and the exercise completed, have the children draw a picture to illustrate the material.

*Activity:* Let the class begin to make a booklet on "Winter Fun." They may cut out or draw pictures of winter sports. Short descriptive sentences should be printed underneath. Care should be taken to introduce as many of the new words as possible.

*New Words:* (page 25) outside, roll, until, use, pieces, arms; why; (page 26) sled, hand, funny.

### Reader, Pages 31-37.

#### R. Pages 31-33.

*Introduction:* "Look at the pictures and tell what Jerry and Jane are doing."

*Review:* "Jerry and Jane made the snow man." Tell how.

#### *Phrases:*

went outside	until it was	some pieces of coal
a ball of snow	on top	an apple
helped him	some arms	for one eye
to roll it	the left arm	a fine red nose

*New Words:* (page 32) left, helped; (page 33) fine.

#### R. Pages 34-36.

*Introduction:* "Tell about a snow-man you have made. Where are Jerry and Jane going? Will they play with the snow-man when they come home?"

*Review:* "What happened to the snow-man? What did Mother say about the sun?"

#### *Phrases:*

use this box	How funny he is
--------------	-----------------

*Activity:* Stories may be developed telling of other objects the children have built in the snow, as, a snow fort, snow house, snow woman, etc. Some of the stories which contain suitable vocabulary may be put

on the board and read by all. Some may be illustrated and put in the "Winter Fun" booklet.

**R. Page 37.**

The children should re-read pages 31-36 in order to be ready to answer the questions on this page.

*Procedure:* The questions should be read silently, and individual children asked to answer them orally. Then one child may read a question and ask another child to answer. The children may also find and read orally the parts in the story that answer the questions.

*Phrases:*

read and tell                      the color

*New Words:* tell, color (taught in Primer Work Book).

**PART TWO—SECTION 4**

*BOOK ONE, PAGES 38-42,*

*WORK AND PLAY, PAGES 27-28.*

**1. PREPARATION WITH THE WORK BOOK**

**Pages 27-28.** The new words on page 27 will be learned from the content and pictures, with a slow class some further assistance may need to be given. The recognition of the new words should be carefully tested by oral reading after the completion of the exercise.

*Phonetics:* The phonogram *oa* reviewed. The children may be asked to underline the part that is alike in the two new words on page 27, *coat* and *road*. Other words in the reader containing the *oa* sound are: *boards, coal, road, coat, goats.*

After the pupils have completed page 28, the teacher may profitably use some of the groups of words as a means of calling attention to new phonograms or reviewing old ones.

For example: Group 1 provides an opportunity for



introducing the phonogram *un*. It has previously been used in *running, until, funny, hungry*.

Group 3 introduces the new sound *ow*. It may be brought out in this connection that *ow* is not always pronounced as in *snow*. It appears in:

bow-wow  
brown  
down

now  
flowers  
how

clown  
plows  
owl

Group 4 reviews the *ll*. Groups 10 and 11 allow for a review of *ing*. The consonants may also be reviewed in connection with these exercises.

*New Words*: (page 27) coat, shining, policeman, road, happy, hungry, would, care; (page 28) fell, keep.

## 2. PREPARATION WITHOUT THE WORK BOOK

### Reader, Pages 38-42.

Change "This is" to "Draw" in the exercises on Work Book, page 27, and print the material on the board. Have the exercises read orally, giving any necessary help with the new words. Let pupils follow the directions by drawing the pictures on paper.

To cover Work Book, page 28, print each of the groups of words on the board. In connection with the procedure with the first group the teacher may say, "Find the word that tells what shines in the daytime," and so on. Before the exercise is finished the words should be read orally to be sure that they are all recognized.

*Activity*: Let the children see how many of the words on page 28 of the Work Book they can illustrate in one picture. The children may print the words that they have illustrated underneath the picture.

### Reader, Pages 38-42.

**R. Pages 38-39.** This section provides an excellent opening for a discussion on where a child may safely play.

*Introduction:* The children may read the title, look at the pictures and discuss what the story is about.

*Review:* "Why was the policeman standing at the foot of the hill? What did he see?"

*Phrases:*

their sled  
on the road  
was standing

a whistle to blow  
a blue coat  
a policeman

## R. Pages 40-41.

*Introduction:* "Were the children hurt by the motor?"

*Review:* "Why didn't the children stop their sled? Why didn't the car run over them? What would you have done? What did the policeman say to Jerry?"

*Phrases:*

his hand

would run

*Activity:* Make posters or booklets on the topic, "How to Play Safely." The class may also compile a list of rules on "Safety First" in playing, as the following:

- Do not play on the road.
- Do not ride on your sled on the road.
- Do not skate on the road.
- Do not run after your ball on the road.
- Do not play in deep water.
- Do not play with fire.

## R. Page 42.

Conduct as a class exercise. The children may read the page first silently, and then orally.

*Activity:* The class may reread the story, "Fun on the Hill," and plan a different ending and illustration for page 40 of the Reader.

# CHAPTER XVI

## PART THREE

### BIRDS

BOOK ONE, PAGES 43-60,  
WORK AND PLAY, PAGES 29-30.

*Activity:* The main topic of this part is "Bird Life in the Springtime." This part provides an excellent opportunity for interesting related work in Nature Study. The reading material provides incentives for the study of birds, which will be returning and building their nests at this time. If *Book One* is begun at the February Term, records of birds and nests that have been observed may be kept. The class as a whole may make a trip to the woods or park wherever possible to observe the birds. Bird houses may be constructed and string and wool put out for the birds to use in building their nests. A clay bird bath, and a little feeding-tray may be made. Bird books and pictures may be collected. Do not have in the classroom stuffed birds, birds' eggs and nests. It is impossible to create a love and respect for birds by showing eggs that have been taken from a nest.

*References:* Helpful for suggestions on Nature Study:

AUTHOR	TITLE	PUBLISHER
	<i>Canadian Birds</i>	Gov't of Canada
	<i>Canadian Trees</i>	Gov't of Canada
	<i>Canadian Wild Flowers</i>	Gov't of Canada
Patch	<i>First Lesson in Nature Study</i>	Macmillan
	<i>Holiday Meadow</i>	Macmillan
	<i>Holiday Pond</i>	Macmillan
Fabre	<i>Animal Life in Field and Garden</i>	Century
Blanchan	<i>Bird Neighbours</i>	Doubleday

*Stories to Read to Pupils:*

AUTHOR	TITLE	PUBLISHER
Sherman	<i>The Silent Study Readers, I</i>	Dent
Meyer	<i>The Outdoor Book</i>	Little
Meyer	<i>In the Greenwood</i>	Little
Meyer	<i>Under the Maple Tree</i>	Little
Davidson	<i>The Story of the Robins</i>	Nelson
	<i>Nature Pageant</i>	Nelson

## PART THREE—SECTION 1

BOOK ONE, PAGES 43-50,  
· WORK AND PLAY, PAGES 29-32.

## 1. PREPARATION WITH THE WORK BOOK

**Pages 29-30.** These exercises should be worked out, and afterward taken up for class discussion. If it is desired, the new words may be drilled upon further by means of directions—"Find the word that tells."

*Phonetics:* The phonogram *st* may be reviewed (see page 201) in connection with the two words on page 29, *stood* and *stick*. It has been recently used in the following words:

stay	stayed	best	nest
stop	string	last	fast
stopped	strong	lost	frost

**Pages 31-32.** These pages introduce a number of springtime concepts. After the exercises have been completed, the teacher may ask the question, "What are some of the signs of spring?" If this unit of work is taken up in spring, the pupils should be encouraged to observe the various signs of the coming of spring. A "Signs of Spring" calendar may be undertaken, where a record is kept every day of any signs of spring the children have observed. In recording the observations, the teacher should use the vocabulary of the Reader as frequently as possible.

*Phonetics:* The phonogram *old* may be developed from *hold*, *cold* and *told*, on page 32.

The phonogram *ow*, as in *know*, *snow*, *blow*, may be reviewed (page 212). Some teachers may wish at this time to introduce the *c* (soft), as in *race*, *place* and *piece*, Work Book, page 32.

*New Words:* (page 29) stick, tied, stood, legs, always, should; (page 30) broken, far, wait, think; (page 31) spring, flew, kept; (page 32) most, south, dry, live, nest, welcome, told.

## 2. PREPARATION WITHOUT THE WORK BOOK

Put the sentences on page 29 of the Work Book on the board, and after they have been read, erase the new words. Let the pupils tell what words have been omitted. After the blanks have been filled and the sentences read several times, the children may be asked to illustrate the sentences. The material on page 30 may be put on the board, omitting the sentence, "Put an X under the broken leg."

The material on pages 31 and 32 may be used as it is by inserting, on page 31, the directions to draw. The activities suggested under the plan with the Work Book may also be used. A large spring poster may be made, on which each child may put a picture of any new "Sign of Spring" he has observed.

## Reader, Pages 43-44.

*Introduction:* The children may read the title, and look at the pictures on pages 43 and 44. They may be interested in memorizing the poem on page 44. The children will quickly memorize the poem, if it is read to them several times, so that they may see the picture and hear the poem as a whole. Then, after it has been read silently by the class, it may be read several times orally. They may then see how much of it they can repeat. It is inadvisable to have a poem

repeated too many times in one lesson. It is better to recall it on other occasions until it is learned.

*Phrases:*

come hop, hop, hop	far away
he flew	

**R. Pages 45-47.**

*Introduction:* "What is the title of our story? Who do you think looked after the poor little bird?"

*Review:* "Why do birds go south in the winter-time? What do birds like to eat? What did Jane and her mother do for the little bird in this story? How do you think it broke its leg?"

*Phrases:*

the broken leg	tied up
go south	took good care
may be hungry	gave it bread
most of the birds	in a warm dry place

*New Word:* (page 47) gave.

**R. Pages 48-50.**

*Introduction:* "What should Jane do with the little bird when its leg is better?"

*Review:* "Where did Jane take the little bird? Why did the children think Jane should not keep the bird in the box? What did she tell the children about the bird? What did Jane do with the bird when it was well?"

*Phrases:*

were glad	want to live
stood by the box	should let it go
told them	the next day
had taken care	opened the box
to keep it always	out hopped
be happy	looked around

*New Words:* (page 48) glad, taken; (page 50) opened (open is known), hopped (hop is known).



*Activity:* The children may make bird houses out of boxes, collect pictures of birds, keep a nature chart recording any birds they may have seen or recognized, watch for the different birds as they return from the south.

### PART THREE—SECTION 2

BOOK ONE, PAGES 51-52,

WORK AND PLAY, PAGES 33-36.

#### 1. PREPARATION WITH THE WORK BOOK

**Pages 33-36.** The class may take daily as many of these pages as it can work out comfortably. For further activities, to give practice on the new words, follow the plans without the Work Book.

**Page 33.** The child reads the first funny rhyme, and observes the funny picture that illustrates it. Then he draws a line as directed. The class should get some real fun out of the absurdity of the rhymes and pictures.

For classes without the Work Books, the rhymes may be put on the board for reading. The children will enjoy them even without the pictures.

*Activities:* The class may make up other funny rhymes of their own. The teacher may write some of the best on the board.

A "Funny Book" may be made, the class drawing pictures and printing their rhymes underneath.

*Phonetics:* This page offers an opportunity for calling attention to rhyming words that contain the same phonograms, as, *cat* and *hat*, etc.

The new sound of *y* may be introduced in connection with the last rhymes. The children may note the difference of *y* in the word *funny* and *sky*.

Familiar words are:

sky

dry

fly

by

my

try

cry

why

*New Words:* (page 33) danced, tried, stand.

**Pages 34-36.** These three pages present certain words and concepts related to birds in springtime; the bluebird, the robin, and nest building are introduced. The usual procedure should be followed in connection with these pages. Page 34 contains a number of new words which the children should be encouraged to work out from the pictures, the content or phonetically. The classes without the Work Book may be shown pictures of the bluebird and the robin, and a co-operative story about the robin may be developed. The words *This is*, or *Here is*, on Work Book, page 34, may be changed to *Draw*, and the material put on the board. As the children will not have the help of the pictures, have the exercise read orally, giving any necessary help with the new words.

Proceed in the same way with the Work Book, page 35, changing the first exercise to "Draw a robin. Draw something in her bill," etc.

The riddles on page 36 may be read from the board and the pictures drawn by the children at their seats.

*Phonetics:* The phonogram *ai* may be noticed in the words *tail* and *air* in the third exercise on page 36. Other familiar words are:

stair  
chain

afraid  
wait

rain  
again

*Activity:* Observations of birds and their nests, the classification of types of birds, their nests, the reading of various bird stories, the gathering of information about the habits of birds, the selection of pictures of birds for a bird book or for the bulletin board, may be begun at this time.

*New Words:* (page 34) branch, bluebird, sweet, song, robin, nest, babies, mud; (page 35) something, bill, food; (page 36) work, bright, air.

Reader, Pages 51-52.

R. Page 51.

Here is another little poem for the children to enjoy and memorize. The children may study the picture, and then the teacher will read the poem to them. Afterward they will read it orally and try to repeat it.

*Phrases:*

the bluebird	the air is soft
a song of happy spring	flowers wait
to welcome you	

R. Page 52.

*Introduction:* "How can you tell when spring has come? Read and see how the children knew when it was spring?"

*Review:* "How did Jerry say they would know when spring was here? What were the robins looking for in the apple tree?"

*Phrases:*

was shining	I think
was making	the robins

*Activity:* Take the children for a walk, if it is practical, and let them observe as many signs of spring as possible. A co-operative story may be based upon the walk, as:

We went for a walk.  
 We saw many signs of Spring.  
 The warm sun was shining.  
 The snow was gone.  
 The grass was green.  
 A robin was singing.  
 He was singing in the apple tree.  
 He sang to us, "Spring is here."  
 "Cheer-up, Cheer-up, Spring is here."

*New Word:* (page 52) making.

## PART THREE—SECTION 3

BOOK ONE, PAGES 53-58,  
WORK AND PLAY, PAGES 37-38.

## 1. PREPARATION WITH THE WORK BOOK

**Page 37.** This page introduces the robin sitting on the eggs in the nest. The picture at the top of the page may be colored, cut out, and used in the class bird book. Classes without Work Books may read this lesson from the teacher's copy, or from board or chart. The picture of a robin should be shown.

*New Words:* Mrs., laid, every.

**Page 38.** The usual procedure should be followed. For classes without the book the exercises must be modified for blackboard use, as, for example, the first one may be changed to:

A boy wants to show something to his father.

It is in a tree.

Mrs. Robin laid some eggs in it.

Draw a tree.

Draw what the boy wants to show his father.

*Phonetics:* Phonogram *sh* may be introduced in connection with the word *show*, page 38. Other words found in the reader containing this phonogram are:

shop

short

fresh

brush

should

shout

wash

splash

shall

showed

washes

shining

*New Words:* show, first, year, watched, heard, noise, each.

**Reader, Pages 53-58.**

**R. Pages 53-55.** Class looks at pictures in the lesson.

*Introduction:* "How do robins build their nests? Why does Mrs. Robin sit on the nest?"

*Review:* "Tell how the robins built their nests? Tell the story of the hatching of the baby robins."

*Phrases:*

heard a noise	first the father	some food
make their nest	some mud	kept the eggs warm
Hurrah!	in her bill	on a branch
watched the robins	Mrs. Robin	a sweet song
at work	laid four blue eggs	

*Activity:* Draw pictures showing the robins' nest in the apple tree, a nest of eggs, or a nest of little robins.

*New Word:* (page 54) Hurrah.

**R. Pages 56-58.**

*Introduction:* "Look at the pictures. What do they tell you about the robins?"

*Review:* "What are baby robins always asking for? Why did Jerry put the robin back in the nest? How do robins learn how to fly?"

*Phrases:*

what funny babies	fallen out	grew big
always asking for something		next year

*New Words:* (page 56) asking (ask has been used), (page 57) fallen.

**PART THREE—SECTION 4**

*BOOK ONE, PAGES 59-60,  
WORK AND PLAY, PAGE 39.*

**1. PREPARATION WITH THE WORK BOOK**

**Page 39.** This page serves as a review, only three new words being introduced. For classes without the Work Book the same procedure should be used as in the case of other similar lessons.

*Phonetics:* The phonogram *ight*. The children may be asked to indicate the part that is alike in the three words in exercise 6 on this page—*night*, *right* and *light*. While this phonogram does not occur with great frequency in the Primer or Reader, it is sufficiently

common in children's books to warrant fairly early attention. Words containing this element, which the children may suggest and which may be kept in a list for further consideration, are:

bright  
fight  
fighting

might  
right

night  
light

sight  
tight

This page also provides review for certain phonetic elements that have been encountered in the preceding work, as, the phonograms *ll*, *ou*, *an*, *ing*, *ai*.

*New Words:* cried, light, sitting.

## 2. PREPARATION WITHOUT THE WORK BOOK

Reader, Pages 59-60.

R. Page 59.

*Introduction:* The children may discuss the picture, and, after the poem has been read orally to them, they may read it and memorize it.

*Review:* "How did the poet know that it was spring?"

*Phrases:*

It's Spring	the kites dance so	small boys fly
the wind's just right	bright with kites	

*Activity:* A booklet of poems may be made. Those in this section may be printed and illustrated. Others also may be added.

R. Page 60.

This is a page of comprehension questions about the content of Part Three. A primary purpose of this exercise, however, is to provide a motive for rereading the story. The children should reread the part of the story, if there is any disagreement about the answer, or merely to find the right answer to the questions. The class may answer the questions by finding and reading orally the section that contains the answer.

*New Words:* (page 59) it's, wind's.



# CHAPTER XVII

## PART FOUR

### FUN ON THE FARM

BOOK ONE, PAGES 61-73,  
WORK AND PLAY, PAGES 40-46.

*Activities:* This part deals with an interesting day spent on a farm. The content of the Reader story, and the corresponding Work Book sections, present to the child much informational material, and afford, moreover, an excellent opportunity for carrying out related classroom activities. A series of discussions on such topics as "Farm Animals," "Baby Animals on the Farm," "The Work of the Farmer," may be developed. Different types of farms may be considered as the stock, fruit, chicken, dairy, etc.

Picture stories and reading materials related to farm life may be presented. The children may be interested in working out a miniature farm on the sand table or floor. Clay animals may be moulded and, when dry, painted. Booklets and posters may also be made. For children who live in the city, an excursion to a farm, especially one where cows, horses and other animals are, would enrich the reading. In the following books is found material which will be useful at this time:

AUTHOR	TITLE	PUBLISHER
Colvin and Stevenson	<i>Farm Projects</i>	Macmillan
Dietz and Cox	<i>Good Times on the Farm</i>	Newson
O'Kane	<i>Jim and Peggy at Meadowbrook Farm</i>	Macmillan
Smith	<i>The Farm Book</i>	Houghton
Serl and Evans	<i>Work-a-Day Doings on the Farm</i>	Silver
Bailey	<i>In the Animal World</i>	Bradley
Zirbes	<i>The Story of Milk</i>	Keystone
Orton	<i>Bobby of Cloverfield Farm</i>	Stokes

## PART FOUR—SECTION 1

BOOK ONE, PAGES 62-67,  
WORK AND PLAY, PAGES 40-43.

## 1. PREPARATION WITH THE WORK BOOK

**Page 40.** Proceed in the usual way with this page. Classes without the Work Books may discuss going on a motor trip, and the new words may be printed on the board. The material on page 40 may then be used as a board exercise.

*New Words:* behind, horn, honk, started.

**Pages 41-43.** As an introduction to the farm unit, the teacher may ask, "What do you think you would see if you went for a visit on a farm?" The teacher may print on the board the suggestions given by the children. They should include, among other things:

a hay field	pigs with curly tails
a potato field	a pig pen
pails full of fresh milk	some bees

Leave this list on the board for reference, and, as the pages in the Work Book and Reader are read, let the children check their list and add anything that was left out.

For classes without the Work Book, the material may be modified for use as a board exercise; the direction to draw may be inserted before the direction to color, on page 41; the word draw may be substituted for "This is," page 42, and "Draw this picture" may be inserted on page 43.

*New Words:* (page 41) drive, field, pail, full, fresh, grow; (page 42) Grandpa, Grandma, pigs, pen, ten, seven, count, only; (page 43) standing, together, curly, still, cluck.

**Reader, Pages 61-67.**

**R. Pages 61-64.**

*Introduction:* The children may look at the picture and read the title. Now let us read about the trip to the farm.

*Review:* "Tell some street signs you have seen. Who met the children at the farm?"

*Phrases:*

called together	started the car	Grandpa
Honk! honk!	only a road	Grandma
said the horn	far behind	
the red light	turn to the left	

*New Words:* (page 62) father's; (page 64) turn.

## R. Pages 65-67.

*Introduction:* "What did the children see on the farm?"

*Review:* "Tell all about the cows. How many pigs did Jerry count? Why did they run to their mother? How can you make piggies say 'Please, Please, Please'?"

*Phrases:*

ten little pigs	he counted	to drive the cows
in a pen	curly tails	from the field
be still	each other	fresh warm milk
to count	those piggies	every day
bright eyes		grow big

*Activities:* Interest the class in learning the poem on page 67. Some of the activities suggested in the introduction may be undertaken at this time. A booklet or poster about the cow may be started.

*New Words:* (page 66) counted; (page 67) piggies.

## PART FOUR—SECTION 2

BOOK ONE, PAGES 68-74,  
WORK AND PLAY, PAGES 44-46.

**Pages 44-46.** These pages introduce further facts about the farm. After each page has been read, and the directions followed, the stories should be reread orally, the exercises carefully checked, and any words

with which the children have difficulty may be noted for further drill.

*New Words:* (page 44) hay, covered; (page 45) potatoes, more, bee, buzz; (page 46) hide-and-seek, hiding, turn, those.

## 2. PREPARATION WITHOUT THE WORK BOOK

If an excursion to a farm is taken, a co-operative story may be developed. If, however, the excursion is not practical, an imaginary visit may be taken, the teacher providing as many pictures as possible to make the trip more realistic. A class story, telling of everything seen on the trip, may be put on the board. The exercises, on pages 44-46, may have the direction to "Draw this picture" inserted, and be put on the board for class use.

*Activities:* If a miniature farm is being constructed on a sand table or floor, small bags may be sewn to hold clay potatoes. A potato may also be planted in the school for the children to watch it grow. The pupils may each illustrate something on the farm, and these pictures may be tied together to form a Farm Booklet for the library. A Riddle Booklet on animals on the farm might also be made, as:

I am black and white.

I like to eat grass.

I give you milk.

What am I?

**Reader, Pages 68-74.**

**R. Pages 68-69.**

*Introduction:* "Look at the pictures, and tell what you think the children did next on the farm."

*Review:* "Tell about the fun the children had playing in the hay. Why was Jerry glad to hop out of the hay?"

*Phrases:*

full of new hay

hide-and-seek

covered himself

was hiding

a big bee

buzz! buzz!

*New Word:* (page 69) himself.

**R. Pages 70-71.**

*Introduction:* "Look at the picture and tell what Grandma is showing to the children?"

*Review:* "Tell about the baby chickens. Where do baby chickens come from? Do you know how long mother hen must look after her baby chickens?"

**R. Pages 72-73 and the Reader exercise on page 74.**

*Introduction:* "What are the children doing?"

*Review:* "What did the children say when they were leaving the farm? Why did Jerry not sit in the back seat?"

*Phrases:*

seven white chickens	some more.
two big bags of potatoes.	cluck cluck.

*Activities:* 1. Check up the list, made at the first, of things that one might see on a farm. See if anything can be added; the box of apples may suggest apple trees if they were not in the list before.

2. Finish the booklet or other activity.

3. The children may make a moving picture by drawing illustrations of the day on the farm. Everything must be represented. Here and there captions may be printed and inserted. When finished, the pictures and captions should be pasted together consecutively, and rolled on a cylinder, beginning at the end of the movie. The end should be glued to the wood. The free end (or the first picture) should be fastened to another cylinder. This will enable the children to unroll their "film." Two children will operate—one to unroll, and one to roll. A third child may read the captions. The cylinder may be fastened in a box with the front open to make a toy theatre.

# CHAPTER XVIII

## PART FIVE

### CIRCUS DAYS

BOOK ONE, PAGES 75-88,  
WORK AND PLAY, PAGES 47-56.

*Activities:* This part deals primarily with persons, animals and events connected with the circus. It introduces the circus tent and ring, clowns, dogs, horses, elephants, lions and bears. Following a selection describing the circus situation, there appears in the Reader an amusing story about Jumbo. After this story, the class will probably be interested in telling other circus stories. Materials containing pictures related to the reading selection should be collected and the children encouraged to draw circus scenes. A circus ring with animals made of clay or cut from paper and circus wagons made from boxes may be arranged. The children may wish to dramatize events they have seen in the circus or events they are reading about. The children may arrange for a "school made" show to be given at the end of the unit.

#### *Supplementary Reading:*

AUTHOR	TITLE	PUBLISHER
Kaufman	<i>Tigers and Things</i>	Macmillan
Guelle	<i>Eddie Elephant</i>	Vallard
Guelle	<i>Little Brown Bear</i>	Vallard
La Rue	<i>The Fun Book</i>	Macmillan
La Rue	<i>Under the Story Tree</i>	Macmillan
Manning	<i>Lords of the Wilderness</i>	Ryerson
Fox	<i>Little Bear Stories</i>	Rand

#### PART FIVE—SECTION 1

BOOK ONE, PAGES 75-79,  
WORK AND PLAY, PAGES 47-50.

##### 1. PREPARATION WITH THE WORK BOOK

**Pages 47-50.** These pages form an introduction to the general theme, "The Circus." Little incentive



will be needed to induce the pupils to tell any experiences they have had with the circus.

On page 47 the new words will be learned from the pictures.

Page 48 serves as a review of the difficult words on the page before.

Page 49 takes the form of typical circus posters. These circus posters may be colored and put up in the schoolroom. At this time the making of posters to announce the coming of a play circus may be begun. Individual children may make up posters, or a group may work together to prepare a large poster. Of the various new words on page 50, the word *out* will be noticed in *about*, *be* and *in*, in *begin*. *Dressed* may be worked out from the *dress* and *ed*, *shout* from the familiar *sh* and *out*, *near* from *n* and *ear*, and *himself* from the known *him* and *self*. With a slow class some words may need to be told.

*New Words:* (page 47) elephant, animal, lion, tent, clown, circus; (page 48) people, tricks; (page 49) another, riding; (page 50) about, begin, dressed, dance, shout, near, himself.

## 2. PREPARATION WITHOUT THE WORK BOOK

Prepare for this work by discussing a circus. Pictures of circus animals may be shown. In connection with the discussion, print a story containing the following words on the board for reading:

animals	tent	circus
elephant	bear	people
lion	clown	tricks

In the exercises on Work Book, page 47, substitute the word "Draw" for the phrase "This is," and put on the board. Let the children carry out the directions individually on paper. Print Work Book, page 48, on the board, and carry out as a class exercise. After-

ward, children may enjoy drawing pictures of the right words. Have the pupils make a large circus poster, somewhat similar to that on Work Book, page 49. Sentences might be written under their pictures. The sentences should be supplied by the children and should name things that are to be seen in the poster, for example:

The circus is coming.

It will be in a tent.

The clown will be funny.

There will be many animals.

There will be bears and

elephants.

There will be dogs and horses.

Write the story on page 50 on the board. After it has been read, print these directions on the board:

Draw the circus ring.

Draw the boy by himself near the ring.

Draw a clown all dressed up.

The clown shouts, "The circus is about to begin."

Under your picture print what the clown shouts.

**Reader, Pages 75-79.**

**R. Pages 75-76.**

*Introduction:* "Look at the picture and tell what Jerry and Jane are looking at?"

*Review:* "What do you think the children said to father? What did father say to them?"

*Phrases:*

a circus was coming

bears and elephants

told mother

about the circus

*Activity:* The following directions may be given: Draw a sign like the one the children saw. Print a sentence underneath, telling about the circus.

*New Word:* (page 76) seen.

**R. Pages 77-79.**

*Introduction:* "Tell some of the things that can be seen at a circus."

*Review:* "Tell about the woman riding the horse. Tell Jerry's song about the clown. What else does your story tell about the circus?"

*Activity:* Play you are the announcer at the circus. The announcements may be put on the board, and the children may read them in order to get into an imaginary circus. Some of the announcements may be:

This way to the big show.  
The circus is going to begin.  
Buy some balloons.  
Here come the elephants.  
Hurry! Hurry! come right in.  
The big show will soon begin.  
Come and see the funny clowns.

*New Words:* (page 79) rode, jumping, watch.

## PART FIVE—SECTION 2

BOOK ONE, PAGES 80-83,

WORK AND PLAY, PAGES 51-54.

### 1. PREPARATION WITH THE WORK BOOK

**Pages 51-54.** These pages continue the circus theme, and introduce some of the characters about which the children will read in their Readers.

**Page 53** provides the opportunity to make a "Picture Show." The pictures may be colored.

*Phonetics:* The phonogram *ur*. In connection with page 51, the children may point out the part that is alike in the two new words, *hurt* and *hurry*. Words in the Reader containing this phonogram are: *Hurrah*, *turn*, *curly*.

### 2. PREPARATION WITHOUT THE WORK BOOK

For classes without the Work Book, the teacher may show a picture of a little girl and call her Alice. Then the first exercise on page 51 of the Work Book may be put on the board, and the direction given to "Draw a handkerchief for Alice." The second exercise may

be read by individual children from the teacher's book and the children directed to "Draw this clown with his big nose," etc.

Page 52 may be printed on the board with the direction, "Draw a lion," inserted at the first. It may be read as a class exercise and the directions then followed.

To cover page 53, print the sentences along the board, and let the children illustrate the sentences on small pieces of paper, and then print them underneath. A "Picture Show" may be made with the pictures, as suggested in the Work Book. Print the story on page 54 on the board, and after it has been read silently and orally the class may illustrate and then follow the directions to color.

*New Words:* (page 51) Alice, hurt, crying, handkerchief, because, hurry; (page 52) cages, danger, feed; (page 53) across, candy, real, stone, trunk, walking, opened; (page 54) everyone, strange, threw, hurrah!

### **Reader, Pages 80-83.**

*Introduction:* "What else did Jerry and Jane see at the circus?"

*Review:* "Tell the funny thing the policeman did? What would you have done if you had been lost like Alice was? What else did Jerry and Jane see at the circus?"

*New Words:* (page 82) walked (walk has been taught); rolled (roll has been taught); (page 83) ate.

## **PART FIVE—SECTION 3**

*BOOK ONE, PAGES 84-88,  
WORK AND PLAY, PAGES 55-56.*

### **1. PREPARATION WITH THE WORK BOOK**

**Page 55.** Pupils may follow the directions given.

For pupils without the Work Books, follow the usual method. In connection with the new words, the

children should be able to find them out from the context, or by the use of phonetics, even without the aid of the pictures.

*New Words:* holding, stick, tub, bath, Jumbo.

**Page 56.** This page serves as a review, and is designed to interest the children in rereading the story. If there is a discussion on any point, the children may reread the section orally to prove their point.

*New Words:* Sometimes, clean.

## 2. PREPARATION WITHOUT THE WORK BOOK

### Reader, Pages 84-88.

**R. Pages 84-85.** This is an exercise in finding pictures, which illustrate episodes in the story of the circus. After the children have read the sentences and found the pictures, they may discuss: "What was the funniest thing at the circus? What was the best trick? Which part of the circus story did you like the most?" etc. These will call for a rereading of parts of the story.

*New Words:* (page 85) holding, throwing, catching.

### R. Pages 86-88.

*Introduction:* "Look at the pictures, read the title, and tell about what you think the story is to be."

*Review:* "How did Jumbo drink? How did he get his bath? Tell about Jumbo and the little dog."

*Activity:* The children may dramatize, or make a moving picture of this story. (See page 235.)

*New Word:* draw (taught in the Primer Work Book).

## CHAPTER XIX

### PART SIX

#### THE WORK OUR FATHERS DO

BOOK ONE, PAGES 89-98,  
WORK AND PLAY, PAGES 57-61.

*Activities:* This part tells of "The Work Our Fathers Do." The material is entirely factual and deals with some of the usual occupations found in any community. The children, through a study of the materials in this part, should have an appreciation of the work of the "Community Helpers." Materials containing pictures relating to the reading, and booklets may be collected and made. The reading of this section would be decidedly enriched if the children could visit a bakery, dairy or firehall. If this is not practical, a fireman may be invited to come to the school and talk to the children.

*Supplementary Reading:* The teacher will find useful material in the following books:

AUTHOR	TITLE	PUBLISHER
Mathews	<i>City Stories</i>	Macmillan
Hopkins	<i>The Doers</i>	Houghton
Kirk	<i>The Deliveryman</i>	Macmillan
Kirk	<i>The Fireman</i>	Macmillan
Kirk	<i>The Milkman</i>	Macmillan
Kirk	<i>The Waterman</i>	Macmillan
Kirk	<i>The Policeman</i>	Macmillan

### PART SIX—SECTION I

BOOK ONE, PAGES 89-93,  
WORK AND PLAY, PAGES 57-58.

#### 1. PREPARATION WITH THE WORK BOOK

Pages 57-58. These pages introduce some occupations that are mentioned in the Reader. The new words on page 57 may be worked out from the pictures,



some classes, however, may still require help with the new words on page 58.

## 2. PREPARATION WITHOUT THE WORK BOOK

For pupils without the Work Book, pages 57-58 may be put on the board, page 57 being modified as suggested in similar exercises for board use. As there are a number of new words in these pages, they may be read as a class exercise and then the directions may be followed.

*Phonetics:* The children's attention may be directed to the compound words on page 58, *policeman*, *toy-man*, *milkman*. They should find the component parts. The ending *er* may also be reviewed in connection with the two new words on this page, *teacher* and *summer*. The words *under*, *farmer*, *reader* also appear on this page.

*New Words:* (page 57) carrots, whistle, rain, plows, plants; (page 58) riddles, teacher, early, before, milkman, summer.

## Reader, Pages 89-91.

*Introduction:* Let the children look at the pictures and read the title. "Where are the children? What do you think the teacher is asking them?"

*Review:* "What did the children want to tell Miss White? What did Jerry's father do? Why is the milkman our friend?"

### *Phrases:*

Tom said  
my father's store

the milkman  
into clean bottles

*New Word:* (page 89) Tom.

## R. Pages 92-93.

*Introduction:* "Tell all the things a farmer does." (As the children answer orally, the teacher may make a list on the board of the things mentioned.) "Let us see if our story tells anything else that the farmer does."

*Review:* "What helps the wheat to grow? What does the farmer do with the wheat? How do the pigs, chickens, horses and cows help the farmer?"

*Phrases:*

plows the ground  
plants the wheat  
the rain helps

grows better  
when summer is over  
cuts the wheat

grows carrots

*Activity:* Make a booklet of "Our Helpers." Include other occupations not mentioned in the Reader that may be familiar to the child.

*New Words:* (page 92) better; (page 93) cuts (taught in Primer Work Book).

## PART SIX—SECTION 2

BOOK ONE, PAGES 94-98,  
WORK AND PLAY, PAGES 59-61.

### 1. PREPARATION WITH THE WORK BOOK

**Pages 59-61.** Pupils with the Work Books may follow the directions given on these pages. For pupils without the Work Books the exercises may be written on the board for class use. Page 60 is a test of word knowledge and word perception. The teacher may say in relation to the first group, "Find the word which tells what you ring," and so on.

This page also provides a review for certain of the phonetic elements that have been encountered in preceding work. The teacher may ask the class to point out the common phonetic elements in the various exercises on the page. The phonogram *ell* appears in the series, *bell, fell, tell*. It may be noted and other words as *shell, well, tell*, added. The phonogram *en*, as in *pen, ten, tent*, may also be noted, and other words as *chicken, men, den*, etc., added.

**Page 61** provides another excellent opening for a discussion of avoiding injury in the street. The

children may like to play a safety-first game, with one child taking the part of a traffic policeman, and the other children representing people on a crowded street. The class (with or without Work Books) may be interested to make some signs, such as Stop, Go, Keep to the Right, Slow, School Go Slowly, etc.

*New Words:* (page 59) wear, paper, baker, clang, fireman; (page 60) brush; (page 61) left, if.

## 2. PREPARATION WITHOUT THE WORK BOOK

**Reader, Pages 94-98.**

**R. Page 94.**

*Introduction:* "How does the baker help us? From what does he make his bread?"

*Review:* "Tell all about the baker."

**R. Page 95.**

*Introduction:* "Tell how the fireman helps us?"

*Review:* "How can we help the fireman?"

**R. Pages 96-97.**

*Introduction:* "How does the policeman help boys and girls?"

*Review:* "What does a policeman have to do? Why has he a whistle?"

*Phrases:*

the baker  
puts paper  
sometimes

the fireman  
clang! clang!

wears a blue suit  
the sun shines

**R. Page 98.**

This page provides a comprehensive test on Part Six. Read the section on page 98 silently, and then dramatize. This calls for the rereading of parts to see that nothing is omitted. A discussion on "What would you like to be when you grow up?" may be carried on.

*New Words:* (page 96) shines; (page 98) across.

## CHAPTER XX

### PART SEVEN

## HOW WE KEEP WELL

BOOK ONE, PAGES 99-104.

WORK AND PLAY, PAGES 62-64.

*Activities:* This is a short unit of only six pages on the topic, "How We Keep Well." The material, however, provides opportunity for interesting related work in nature study and health.

The class may study the care of a dog and cat. This should include a discussion of the proper way to wash, feed and exercise the animals, and also proper sleeping quarters. Materials may be collected and booklets made on the "Care of Pets." A set of health rules for the pupils may be developed. (The Junior Red Cross provides a poster containing health rules.)

*Supplementary Material:* The teacher will find much advertising material available for the asking, that may be used in the classroom at this time. Health stories may be read to the class.

AUTHOR	TITLE	PUBLISHER
Andress	<i>A Journey to Healthland</i>	Ginn
Carter	<i>Mary Gay Stories</i>	Educational Bk.
Lummis	<i>Building My House of Health</i>	Educational Bk.
Dansdill	<i>Health Training in the Schools</i>	National Tuberculosis Assoc'n.

#### 1. PREPARATION WITH THE WORK BOOK

**Pages 62-64.** Pupils with the Work Books may follow the directions given on the Work Book pages. For pupils without Work Books the exercises may be printed on the board for class use. The first sentence on page 62 should read "Draw" instead of "This is." Since this class will not have the pictures on page 63, the teacher may say about the first exercise, "A cat is

washing herself. Find the sentence that tells about her," and so on. The new words may be further drilled upon in stories and games.

*New Words:* (page 62) evening, neck, splash, wonder; (page 63) washes, herself, inside, wide, hangs, rubs; (page 64) teeth, throw, rough.

## 2. PREPARATION WITHOUT THE WORK BOOK

### Reader Pages 99-104.

#### R. Pages 99-100.

*Introduction:* "Do you know how to take care of a dog or a cat? Tell how you take care of your pet?"

*Review:* "What did Jerry have to do for his dog that the cat was able to do for herself?"

*New Words:* (page 99) every; (page 100) wash.

#### R. Pages 101-102.

*Introduction:* "What do you do to keep your teeth clean? What does a dog do to keep his clean?"

*Review:* "Tell what we should do to keep our teeth clean and white."

#### *Phrases:*

Laddie's teeth	I wonder	before breakfast
look at your teeth	never brush them	I have eaten

*New Words:* (page 101) never, Laddie's; (page 102) eaten.

#### R. Pages 103-104.

*Introduction:* "What should a child do to keep well?"

*Review:* Tell all the things the boy did.

#### *Phrases:*

in the evening	splash myself	throw the window wide
hang them	give myself a rub	I'm sleeping
		comes inside

*Activity:* A health poster, booklet, or chart may be constructed. Health rules may also be compiled.

*New Words:* (page 103) myself; (page 104) I'm, sleeping.

## CHAPTER XXI

### PART EIGHT

### OUR ANIMAL FRIENDS

BOOK ONE, PAGES 105-128,  
WORK AND PLAY, PAGES 65-75.

*Activities:* Part Eight contains three interesting animal stories, which provide abundant opportunity for linguistic, artistic, dramatic, constructive and explanatory activities. After reading the stories the children will be interested in telling and reading other animal stories, in dramatizing them, in drawing pictures of them to make booklets, posters, moving pictures, or puppet shows, and in finding out more information about the animals mentioned in the stories.

*Supplementary Literature:* While the children are enthusiastic about animal stories, much supplementary material should be made available for them. Most First Readers contain stories appropriate for reading at this time, as do also some small paper-cover books which cost only a few cents, as:

AUTHOR	TITLE	PUBLISHER
Mabel Penn	<i>The Charlecote Storyettes</i> (6 in a set)	Charles
Dorothy King	<i>The Tale of Sly Tod</i>	Blackie
Gladys Davidson	<i>The Tale of Three Bad Pups</i>	Blackie
Margaret Piggott	<i>The Cat and Her Kittens</i>	Blackie
Margaret Piggott	<i>Bun the Rabbit</i>	Blackie
Eleanor Chambers	<i>Mrs. Grunt and Her Little Pigs</i>	Blackie
Anne Roberts	<i>The "Tiny Play" Reader</i>	Charles
Anne Roberts	<i>The Kind Duck</i>	Charles
Anne Roberts	<i>Donald's Rabbit</i>	Charles
Angus Fisher	<i>The Fairies in the Wood</i>	Nelson
Angus Fisher	<i>The Æsop Readers</i>	Charles



# PART EIGHT—SECTION 1

BOOK ONE, PAGES 105-120,  
WORK AND PLAY, PAGES 65-74.

## 1. PREPARATION WITH THE WORK BOOK

**Page 65.** Have a preliminary discussion of the animals on this page, explaining that they are going to appear in a reading lesson. The names may be put on the board and pictures shown. For classes without Work Books, the teacher may mount the pictures and statements from her copy, and pass these about for examination. Various children may be chosen to do the suggested colouring. Other pictures of these animals may be shown. As a follow-up exercise, classes without the Work Book may build up a co-operative story about the different animals and their characteristics, as:

A beaver is brown.  
He is covered with fur.  
He lives in mud and water, etc.

*New Words:* (page 65) eight, squirrel, nuts, beaver, owl, fox, between.

**Pages 66-73.** This project is the construction and decoration of a booklet called *My Animal Book*.

**Page 66** contains several pictures that will be needed in making up the booklet. After having read the sentences under the pictures, the pupils are to read and follow the directions.

Next, they should take pages 66-73, inclusive, cut them in halves and put them together so that the pages are numbered consecutively 1 to 10. One-half of page 67 forms the front cover, and the other half the back cover. Each child should arrange his pages. The teacher should either see that the children have their pages in right order or have the children compare their arrangements in order to check their errors.

After the pages are assembled, the marked holes may be punched, and the pages tied together with colored twine or ribbon. The pupils should now go through the booklet, reading the descriptive or narrative materials accompanying the illustrations. After this, they may paste the various cut-out animals in place and colour the pictures. It is important to give the children a great deal of freedom in carrying out the colouring. After the booklet has been completed, the children may write their first names on the front cover. When they have finished, the teacher may use the booklet as a test of oral teaching. Then the children may be permitted to take the booklets home.

*New Words:* (page 68) contents; (page 69) hops, short, hides; (page 71) swim, lake; (page 72) knew; (page 73) talk.

## 2. PREPARATION WITHOUT THE WORK BOOK

A scrap-book may be made from large sheets of stout wrapping paper or manilla paper. These sheets may be used separately, like charts, till they are ready to be tied together. The children may draw or cut pictures of animals from magazines and paste them on the large sheets. Below the pictures short stories may be placed. These can be developed co-operatively on the board, and then printed on the sheets. The stories may be modelled after the ones in the Work Book. They should be simple, brief and include the new words on pages 65-70.

**Reader, Pages 105-120.**

**R. Pages 105-106.**

*Introduction:* "Look at the picture on page 105. What do you think Pink Ears is saying to the squirrel?"

*Review:* "Why did Pink Ears laugh at the squirrel? Why did the squirrel like his long tail? If you were an animal would you like to have a long or a short tail?"

*Phrases:*

Part Eight	began to laugh
lived in a hole	talk like a whistle
a red squirrel	very short

*New Words:* (page 105) lived, laugh (taught in Primer Work Book); (page 106) whenever.

**R. Pages 107-108.**

*Introduction:* "What do you think Pink Ears is saying to the beaver?"

*Review:* "Tell what Pink Ears asked Paddy the Beaver. What did Paddy tell him? Do you think it was good advice?"

*Phrases:*

came to a lake	beavers need tails
Paddy the beaver	showed him how
was swimming	between the trees

*New Words:* (page 107) Paddy, swimming.

**R. Pages 109-112.**

*Introduction:* "What do you think the owl said to Pink Ears? Look at the picture on page 111. Do you think Pink Ears will ask the fox for a tail?"

*Review:* "What did the owl say to Pink Ears? Was this good advice?" Why was Pink Ears glad that his tail was short?

*Phrases:*

to an owl	the fox's tail
a fox saw	sticking out

*Activity:* Some of the activities suggested at the first of this chapter should be undertaken at this time. The story may be reread and dramatized, or, if the class wished, made into a puppet show.

*New Words:* (page 111) fox's, sticking; (page 112) both.

## PART EIGHT—SECTION 2

BOOK ONE, PAGES 113-120,  
WORK AND PLAY, PAGE 74.

## 1. PREPARATION WITH THE WORK BOOK

**Page 74.** The directions given on the page should be followed.

*New Words:* (page 74) rubber, learn, duck, paddle.

## 2. PREPARATION WITHOUT THE WORK BOOK

For children without the Work Book, the picture may be shown and a preliminary discussion on playing in the water or learning to swim used to introduce the new words. Then the story and the directions may be printed on the board, the direction, "Draw this picture," being inserted in the proper places.

**Reader, Pages 113-120.**

**R. Pages 113-114.**

*Introduction:* "Who teaches little ducks to swim? How do ducks swim?"

*Review:* "How old were the ducks when they learned to swim? Why did their mother teach them to swim under water?"

*Phrases:*

ten little ducks  
learn to swim  
wig-wag

paddle! paddle!  
showed them  
Quack! quack!

*New Words:* (page 113) wig-wag.

**R. Page 115.**

*Introduction:* "What was the strange duck on the lake?"

*Review:* "What did Mother Duck say about the rubber duck? Did she think it was a real duck? Where did the rubber duck come from?"

*Phrase:*

a big rubber duck

**R. Pages 116-120.** The pupils should read the rest of this story with ease, as there is only the one new word, *bang*.

*Introduction:* "Would the fox like to catch the little ducks? Do you think Mother Duck would be afraid of the fox?"

*Review:* "Tell the rest of the story. What part of the story makes you think that Mother Duck was very wise? What part of the story do you like the best?"

*New Words:* (page 120) bit, bang.

*Activity:* The story should be reread for the purpose of dramatization or reproduction, and the children should be encouraged to tell this "funny story" to others. They should be made to feel that they have told it well, if they have succeeded in making their hearers laugh.

## PART EIGHT—SECTION 3

BOOK ONE, PAGES 121-128,  
WORK AND PLAY, PAGE 75.

### 1. PREPARATION WITH THE WORK BOOK

**Page 75.** If the goat is not familiar to the class, a large picture may be shown and a preliminary discussion used to introduce the Work Book page.

For pupils without the Work Book, a picture of a goat and a wolf should be shown and discussed. Then the sentences on the Work Book may be put on the blackboard. They should be slightly modified, and the direction to "Draw" inserted in the proper places.

*New Words:* (page 75) goat, second, third, drove, wolf.

### 2. PREPARATION WITHOUT THE WORK BOOK

**Reader, Pages 121-127.** Let the children read the title and look at the picture and decide about what the story is going to be.

**R. Pages 121-122.**

*Introduction:* "Have you ever been on a farm where a boy drove the goats and cows home at night? Tell about it."

*Review:* "Why couldn't the boy drive the goats home? What would you have done?"

*Phrases:*

three goats	tried again and again
drove them home	ate the green grass

*New Words:* (page 121) ate; (page 122) tried.

**R. Pages 123-125.**

*Introduction:* "Let us read and find out who tried to help the little boy."

*Review:* "Tell about the rabbit. Who came along next? Tell about the fox? Who came next? Tell about the bee."

*Activity:* The children may dramatize the different parts of the story as they go along.

**R. Pages 126-127.**

*Introduction:* "Do you think the bee will be able to drive the goats home? Was a bee ever able to make you run? Tell about it?"

*Review:* "How did the bee make the goats run home? Why did the others laugh at the bee?"

*Phrases:*

the second goat	the third goat
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**R. Page 128.**

Conduct as a class exercise. The children may find, and read orally, the section of the story that tells which is the correct phrase.



# CHAPTER XXII

## PART NINE

### HAPPY DAY STORIES

BOOK ONE, PAGES 129-147,  
WORK AND PLAY, PAGES 76-79.

*Activities:* Part Nine contains three holiday stories and the National Anthem. This material may be introduced at suitable times during the year. If, however, it is left to the end, a project which may embrace a study of all the holidays throughout the year may be introduced. Pictures may be collected, posters and booklets made, and stories told and read, about the different holidays. The children may be interested in how and what holidays the children in other lands celebrate.

#### PART NINE—SECTION 1

BOOK ONE, PAGES 129-149,  
WORK AND PLAY, PAGES 76-79.

##### 1. PREPARATION WITH THE WORK BOOK

**Page 76.** Pupils may follow the directions. The new words may be listed for further drill.

Classes without the Work Book may develop a group story about Hallowe'en, which may be put on the board and read. The three exercises on Work Book, page 76, may then be used as a class exercise. For blackboard use they should be slightly changed, as suggested for similar exercises.

*Phonetics:* Review phonogram *ee*. It appears on page 76 of the Work Book in the new word, *seed*, and also in *teeth*, *tree*, *green*.

*Activity:* The children may begin to make a book about Holidays or "Happy Days."

*New Words:* (page 76) nine, pumpkin, grew, Hallowe'en, planted, seed, Jack-o'-Lantern, fir.

## 2. PREPARATION WITHOUT THE WORK BOOK

Reader, Pages 129-134.

R. Pages 129-130.

*Introduction:* "Did you ever make a Jack-o'-Lantern on Hallowe'en? Tell what you did with it."

*Review:* "How did Fred get his pumpkin for his Jack-o'-Lantern? Tell how the pumpkin grew."

*Phrases:*

Hallowe'en Fun	Jack-o'-Lantern
planted pumpkin seeds	dug out

*Activity:* The pupils may plant some pumpkin seeds and watch them grow. If it is practical, some pumpkin seeds may be planted in the school garden in the spring, and Jack-o'-Lanterns grown for Hallowe'en.

*New Words:* (page 129) Fred; (page 130) dug.

R. Pages 131-134.

*Introduction:* "Do you think Fred's pumpkin hanging in the tree would frighten any one?"

*Review:* "Whom did the Jack-o'-Lantern frighten? Are you glad the Jack-o'-Lantern frightened them? Why? If it had not been hanging in the tree what might have happened?"

*Phrase:* a big grey wolf

## PART NINE—SECTION 2

BOOK ONE, PAGES 135-142,  
WORK AND PLAY, PAGE 77.

## 1. PREPARATION WITH THE WORK BOOK

**Page 77.** After the units have been underlined, have the questions reread and answered orally by individual children. The material may be written on the board for pupils who have no Work Book.

*New Words:* beautiful, quack, angry, Christmas, cover.

2. PREPARATION WITHOUT THE WORK BOOK

**Reader, Pages 135-142.**

**R. Pages 135-137.**

*Introduction:* "Do you think fir trees like to become Christmas trees?"

*Review:* "What did the little fir tree wish? Why did the man cut down the big trees?"

*Phrases:*

a little fir tree  
so much smaller

a Christmas tree  
men come

*New Word:* (page 137) men.

**R. Pages 138-142.**

*Introduction:* Look at the picture (page 139). Where is the little fir tree now? Do you think it will be happy here?

*Review:* "How did the fir tree get its wish? Have you ever seen 'a real live Christmas tree'? Tell about it."

*Phrases:*

the only fir tree  
a beautiful little tree

shall cover you up  
was angry

*Activity:* Continue the making of the holiday book. Christmas Day may be added. (See page 255).

PART NINE—SECTION 3

BOOK ONE, PAGES 143-146,  
WORK AND PLAY, PAGE 78.

1. PREPARATION WITH THE WORK BOOK

**Page 78.** This page introduces the Valentine idea. Classes without Work Books may read this story from the board, and draw a picture of the postman.

*New Words:* postman, stories, Valentines, hearts.

2. PREPARATION WITHOUT THE WORK BOOK

**Reader, Pages 143-146.**

*Introduction:* "Did you ever get a Valentine? Tell about your Valentine?"

*Review:* "What made Teddy think about Valentines? What happened to his candy heart? What did White Cat say to Teddy? From whom do you think Teddy's Valentine came?"

*Phrases:*

a Valentine story      a big candy heart      the postman  
St. Valentine's day      M-m!

*New Word:* (page 144) M-m!

## PART NINE—SECTION 4

*BOOK ONE, PAGE 147,*

*WORK AND PLAY, PAGE 79-80*

### 1. PREPARATION WITH THE WORK BOOK

**Page 79-80.** Page 79 should be introduced by a talk on the Union Jack and what it stands for. A flag should be hung in the room for all to see. The pictures and sentences may be put on the board for classes without the Work Book, and the direction to "Draw our flag" inserted before the directions to "color."

**Page 80.** This page may be used as a test. It contains no new words. The questions are related to some theme that has been developed during the year. The number of sentences marked correctly may be taken as an indication of comprehension. The rate of reading may be estimated by having each child hold up his hand when he has marked all the answers. If the teacher is keeping time with a watch she may write down on a paper the time as elapsed. This figure will indicate roughly the rate of reading. For more systematic tests, some suggestions are made in Chapter XXV.

### 2. PREPARATION WITHOUT THE WORK BOOK

**Reader, Page 147.** The children should be taught to sing "God Save the King." When the song has been learned the children may sing it grouped around the school flag-pole.

## CHAPTER XXIII

### BETWEEN THE RECITATION PERIODS

One of the most important problems of the primary teacher, is the providing of good educational seatwork material. The following suggestion may be found useful as supplementary material, or as a help to the teacher whose class requires extra practice in some particular type of reading. Care should be taken, however, that too much time of the between-recitation period is not spent in reading. The units of work, suggested in the Daily Lesson Plans, will call for a great deal of creative activity, that can be carried on by the children working in small groups or individually.

#### I. THE USE OF THE LIBRARY

The library should be one of the most attractive corners in any primary room. If a library table, and six or eight small chairs and a book case, are not available, the children with the help of the teacher may make their own furniture out of apple or orange boxes. The boxes should be painted, and bright chintz slips may be put over the backs of the chairs and a flowering plant on the table, or on the top of the book case. There should be an assortment of easy reading material. This may consist of picture books, Primers and First Readers not used as texts, interesting pictures mounted with a sentence or story printed underneath, riddles and rhymes, booklets made by the children. (Some booklets may be made by an older group for a primary room.) Some small paper-covered books containing interesting stories are published by a number of companies. These books may be purchased for very small amounts, and the teacher, whose library budget is limited, will find here a wealth of material.<sup>1</sup>

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<sup>1</sup>Blackie & Sons, Oxford University Press, Charles & Sons, Thomas Nelson & Sons, The Macmillan Company of Canada, Ltd.

Library rules should be formulated, printed and hung in the library as: *Do not talk. Take one book at a time. Open the book carefully. Turn the pages carefully. Have clean hands. Sign the card.* The teacher should keep a check on each story read, and no child should be allowed a new book until he has passed the test. These checks may be placed in an envelope at the end of each book. The working out of the checking devices may be so arranged, that the material may be replaced in the book and used many times. The following types of check are suggested:

*1. Completion Sentences*

The words that complete the sentences must be filled in, as:

Big Pig made a \_\_\_\_\_.  
Little Pig made a \_\_\_\_\_.  
Root made a \_\_\_\_\_.

The missing word may be printed on little cards, and laid in the blank spaces, or a paper strip may be placed down the edge, and a child may print or draw the picture of the missing word on the strip of paper.

*2. Multiple Choice Sentences*

The child may print the words that best complete the sentence on a strip of paper, or lay a marker under the words.

1. Big Pig met a man with some  
stone, sticks, straw.
2. The wolf went down  
the apple tree, the stone house, the chimney.

*3. True False Sentences*

The child places a marker under the true sentences.

Little Pig made a straw house.  
Little Pig made a stick house.

*4. Yes or No Question*

The child places a yes or no word card after each sentence, or on a strip of paper prints yes or no.



*5. Questions and Answers*

The questions and answers are printed on separate strips of paper and the child places the correct answer after each question.

1. Where did the Billy Goats want to go?  
To the other side of the river.
2. Who lived under the bridge?  
A Troll.
3. Who went over the bridge first?  
Little Billy Goat Gruff.

*6. What Happened Next?*

Sentences from stories, where the sequence is very evident, may be printed on strips, and the child may lay them together in the proper order.

The little old woman made a Gingerbread Boy.  
She put it in the oven to bake.  
The little old woman opened the oven.  
The Gingerbread boy jumped out.  
He ran away down the road.

*7. Directions to Draw*

Directions may be given to draw certain parts of a story.

Draw the Gingerbread Boy running down the road.

Draw the Gingerbread Boy in the water.

*8. Reproduction*

Children should be encouraged to share with the class any story that they have particularly enjoyed. The child may be allowed to tell the story to a small group who may dramatize it.

*9. Characters*

The names of the characters and a number of others are printed on strips of paper; the child picks out those that are in the story.

## II. RIDDLES

The riddles may be printed on cards or on the board. The child may write the word, or draw the picture, that answers the riddle. The following type of riddles may be used.

I am little.	I am little.	I am in the sky.
I am soft.	I can sing.	I am little.
I am white.	I have feathers.	I am bright.
I like milk.	I have a nest.	I give light.
I say "Mew!mew!"	I can fly.	I come at night.
What am I?	I fly up in the sky.	I can twinkle, twinkle.
	Draw my picture.	What am I?
	Draw my nest in a tree.	
	Color my feathers.	
	Color the tree.	

## III. PICTURE PUZZLES

Mount a picture and cut it up to make a picture puzzle. Make a short story about the picture, and cut it up also into sentences or phrases. The child will put them both together.

## IV. COLORED PICTURE

A colored picture is mounted, and words and phrase cards, naming objects in the picture, are placed in an envelope pasted on the back. The child puts the word card on the proper object in the picture. The teacher should keep in mind the vocabulary of the readers when choosing pictures.

## V. PICTURE AND WORD MATCHING

Pupils match words or sentences and pictures. The pictures may be cut from magazines or catalogues.

## VI. A DICTIONARY BOOKLET

The child may cut out or draw pictures of articles that begin with the different letters of the alphabet. These pictures should be pasted on the proper page

and labelled. New words from the reader may be put in the book, which may be used for reference.

#### VII. DICTIONARY CARDS

These cards, 2" x 3", with the picture and name on one side, and only the printed name on the other, may be made with pictures cut from magazines or catalogues. Nouns from the reading books, also color, action and number names, may be illustrated. These cards may be used for study reference and games.

GAMES WITH DICTIONARY CARDS (*two or more children playing*).

(a) *Snap*. The children take turns laying the cards picture side down on the desk. When two words which are alike come together the child who whispers the word first may pick up the pack.

(b) *Pick-up*. The children lay all the cards, picture side down, on the desk and then take turns picking up any card whose name they say correctly. If they say a word incorrectly they must lay it down again. The one who picks up the most cards wins.

(c) *Matching*. The children lay the cards, picture side down, on the desk and try to find two words that are alike, and later, two cards that go together, as boy and girl, red and blue, one and two, hop and run.

(d) *Directions may be printed on the board or cards to find certain words. The child who finds the most wins. Find a brown dog.* The child looks for the cards *brown* and *dog*. *Find what the dog can do.* The child finds *hop, jump, run*.

#### VIII. NURSERY RHYMES

Nursery Rhymes are printed on a card, with directions below them. The child carries out the directions on another sheet of paper.

Little Jack Horner  
Sat in the corner  
Eating his Christmas pie  
He put in his thumb  
And pulled out a plum  
And said, What a good boy am I.

Draw the picture of a room.

There is a window in the room.

There is a table in the room

There is a bowl on the table.

There are three apples in the bowl.

There are two chairs in the room.

Jack Horner is sitting on the floor.

He is eating a big pie.

He has a plum.

#### VIII. A SURPRISE BOX

This is a box in which various devices are placed (riddles, puzzles, booklets, directions to construct, etc.). The child must always take the one on top.

#### IX. THE SAND TABLE

The sand table is easily constructed, depending upon the material and space available. It should be of convenient height (26 inches), and not too wide for the child to be able to reach the centre. There should be four side boards in order to hold in the sand, and, if the sand is to be dampened for growing seeds or making rivers, the table should be made water proof. This may be done by lining it with galvanized iron, and providing a drain pipe, or by simply pouring hot paraffin over the inside. If the teacher prefers, a low platform may be built on the floor for the project work, and green and grey paper fastened to the platform for grass and sand.

To be of greatest worth, the sand table must be the expression of the children's own conception of the scene. Although the teacher will help and encourage the pupils, she must make them feel as much as possible, that they are responsible for obtaining the information and for carrying out the ideas. The finished product must not be judged by the perfect execution of the production, but rather by the expression of ideas as shown in the

work. While careless work, of course, is not desirable the technique is secondary.

The following suggestions for construction work on the sand-table may be found helpful.

*Grass* may be made of:

Moss—If kept damp it remains green.

Timothy—It sprouts quickly and has fine blades like grass.

*Trees* may be made of:

Small branches from evergreen trees.

Dyed sponges, or jute mounted on twigs.

Green paper, and pink for blossoms, pasted on twigs.

Green paper folded three times and cut the desired shape, then pasted together.

*Buildings* may be made from wooden or cardboard boxes. Cardboard covered with glue, and sprinkled with sand, will give the effect of cement. Corrugated paper, painted green or red, will give the effect of a tiled roof, or in the brown color will suggest a log cabin. Log cabins can also be made from corn stalks, or branches from trees, held together with clay or plasticine. Clay may also be used for holding stones together to make a stone wall.

*Human figures and animals* may be modelled in clay, and painted with kalsomine or show card paint. They may also be cut from construction paper or made from clothes-pins, small sticks or wires (pipe-cleaners). The heads may be cut from magazines or the end of the wire may be covered to form a head.

Further suggestions may be found in:

Wilson, *Primary Industrial Arts*, The Manual Arts Press.

Dobbs, *Primary Handwork*, Macmillan.

*The Classroom Teacher*, Volume 4, The Classroom Teacher, Inc.

Bonser, *Industrial Arts*, Macmillan.

## CHAPTER XXIV

### PROVISION FOR INDIVIDUAL DIFFERENCES

The process of learning to read is so complex that a great variation in individual ability appears. A careful study of these differences, their causes and their remedies, is one of the chief and most difficult duties of the primary teacher. It is of the utmost importance that deficiencies should be eliminated as early as possible, in order that the child may not acquire bad habits nor, through a sense of failure, develop a dislike for reading.

#### PROVISION MADE IN THESE READERS

In the Daily Lesson Plans provision has been made for individual differences by the following suggestions:

1. A varying amount of material should be read according to the ability of the group.
2. The amount of drill and rereading should be regulated by the needs of the group or individual.
3. Supplementary material to be used in connection with the introduction of new words in the Work Book should be given to children who lack ability in word recognition.
4. The "word-callers" should be required to read the direct quotations in the lesson.
5. Questions that require oral reading should be given to children who need the practice, and questions that require oral reproduction of the story to those who lack ability in comprehension or expression.

Moreover, the material in the Readers and Work Books has been so carefully graded, and the interest element is so strong, that there should be a minimum amount of remedial work required.

#### HOW SHALL READING DEFICIENCIES BE DETECTED AND OVERCOME?

The teacher must recognize, that more and more general reading will not overcome reading difficulties,



but that a careful diagnosis of the difficulty must be made, and that for each reading difficulty there is a specific remedy. The same kind of remedial instruction should not be applied to all cases without discrimination; a type of instruction needed by one pupil may be of little use or may even be harmful to another.

The reading deficiencies may be detected by the informal tests mentioned on page 269, or by accurate observations on the part of the teacher.

A classification of a few of the most prevalent deficiencies and remedial suggestions are listed below under the following headings.

1. Evidence of Deficiency.
2. Diagnosis of Deficiency.
3. Remedial Suggestions.

#### 1. DEFICIENCIES THAT MAY BE OBSERVED DURING SILENT READING

1. *Deficiency:* Child moves head rather than eyes. Holds book too close to eyes.

*Cause:* Defective vision.

*Remedy:* Eyes should be examined. In rural schools, where a doctor is not easily secured, the teacher should have an eye test chart.

2. *Deficiency:* Child points with the finger; uses lip movement.

*Cause:* Poor teaching method causing formation of bad habits.

*Remedy:* Child should use a marker, and be encouraged to keep lips closed.

3. *Deficiency:* Child shows lack of interest and attention.

*Cause:* Uninteresting or too difficult material.

*Remedy:* Teacher should:

- (i) Give more attractive material.
- (ii) Discover the child's interest, and find stories based on that interest. If books are not available, she should make story charts with attractive pictures.
- (iii) Give easy interesting material to those who are slow in reading. This is of great importance, for a child quickly

develops a dislike for the task in which he cannot successfully function.

(iv) Provide interesting motives for reading.

## 2. DEFICIENCIES APPARENT DURING ORAL READING.

1. *Deficiency*: Child reads slowly and laboriously.

*Cause*: Lack of word recognition.

*Remedy*: Teacher should:

(i) Provide extra vocabulary training in word drill periods, using games suggested on pages 79-80.

(ii) Provide extra vocabulary training with devices such as those in the Work Book, page 60.

(iii) Adjust the material to the pupil's ability.

2. *Deficiency*: Child reads word by word, no phrasing.

*Cause*: Over-emphasis on words, phonics and incorrect oral reading.

*Remedy*: Teacher should:

(i) Drill on phrase comprehension as found on page 15 in Work Book, or tests, page 271 in the *Manual*.

(ii) Drill on sentence comprehension as found on page 27 in Work Book, or tests, page 271 in *Manual*.

(iii) Give stories with direct quotations to be read orally, approve only reading that sounds like natural conversation.

(iv) Drill with flash cards on easy sentences.

3. *Deficiency*: Child reads without expression or comprehension.

*Cause*: Over-emphasis on words. Lack of interesting reading matter, of questioning, or of other checks of comprehension.

*Remedy*: Teacher should give:

(i) Short, easy interesting stories, followed by questions as suggested page 260.

(ii) Exercises with True-False or Multiple Choice sentences.

(iii) Dramatization or reproduction of stories read.

(iv) Printed directions to follow for drawing or constructive work.

4. *Deficiency*: Child has difficulty in recognizing new or unfamiliar words.

*Cause*: Child stops and cannot proceed unless told the word.

*Remedy*: Teacher should give training, until child builds up a system of word recognition as suggested on page 4. The intrinsic method of training, as suggested in the Work Book exercises, such as those on page 60, should be used.

## CHAPTER XXV

### TESTS

A systematic use of tests will be found useful, in determining the definite progress of the class, and in supplying the facts which are necessary for a scientific organization of the classroom work. They provide also reliable means of detecting the individual deficiencies in reading. *Care should be taken in connection with any testing, not to emphasize in the class the relative abilities of the different pupils.* The backward child needs encouragement and optimistic assistance, rather than a publicity that makes him feel resentful or inferior.

Informal tests, rather than the standard tests, are recommended for the first year. The informal tests have the advantage in that: (1) they may be based upon or may utilize the same type of material as is being used in the regular lessons; (2) may be so constructed that specific objectives may be tested and individual needs looked after; (3) may be constructed with little expense, and so may be used frequently.

#### SUGGESTIONS FOR PREPARING INFORMAL TESTS

The tests may be prepared on cards hectographed, mimeographed or printed on the board.

The printing used in the tests should be large and legible. If the board is used, care should be taken that it can be seen by all, and if cards are used they should be constructed as suggested on page 260, so that they may be used with different classes. No new words should be introduced in the tests, and the sentence structure should be simple.

#### SCORING OF TESTS

It will be advisable to sometimes make class or individual graphs of the results of the tests. Through the class graph the child sees that he is part of a group,

and must do his best for his group; through the individual graph he can watch his line ascending and observe his success. "Nothing succeeds like observed success." The graphs should be very simple, so that a child may easily understand them.

## TYPES OF INFORMAL TESTS SUITABLE FOR THE FIRST YEAR

### I. WORD RECOGNITION TESTS

#### 1. *Picture and Word Matching.*

Exercises similar to those on page 60 of the Work Books should be given. If the Work Books are not available, the teacher should prepare individual copies of such pages and use for tests.

The teacher's attention is again called to the use of the "intrinsic method" as suggested by Gates.

#### 2. *Matching Picture and Word Cards.*

Picture and word cards may be made as suggested on page 262. Only sight words should be used in the test.

#### 3. *Illustrating Words.*

A number of words are printed on the board. The child picks out those that can be illustrated, draws the picture and prints the word underneath.

#### 4. *The Runaway Word.*

The children cross out of each list of words the words that do not belong there.

chair  
table  
house  
tree

snow  
boy  
girl  
baby

#### 5. *Individual Oral Test.*

An accurate means of obtaining a record of the child's reading vocabulary is to prepare a list of words, call each child individually, and ask him to read the list. At the beginning of the term the list will cover all the words; later, difficult words and all words introduced within the last month. The teacher should keep a record of each child and of each word missed.

## II. PHRASE AND SENTENCE READING TESTS

1. *Sentence, or Phrase, and Picture Matching.*

Exercises similar to those on page 12 of the Work Book should be prepared.

2. *Matching Pictures and Sentence Cards.*

See Work Book, page 38, page 57.

3. *Find the Right Answer.*

The questions and answers may be on strips of paper; the child puts the correct answer with the questions.

4. *Sentences are printed on the board*, and the child illustrates each sentence.

5. *Yes and No questions, True and False, Multiple Choice and Completion Sentences* as suggested on page 260 of *Manual* may be used.

6. *Marking out the Wrong Sentences.*

The teacher couples "Which is right?" sentences as on page 20 of the Primer.

## III. PARAGRAPH COMPREHENSION TESTS

1. *Guessing Riddles.*

The children guess the riddle as on page 49 of the Primer. This may be varied by having children illustrate the riddle.

2. *Find the Picture*, as on page 69 of the Primer.3. *Follow directions.*

These directions may be to draw or construct something in connection with the reading lesson.

4. *Answering oral or written questions* on a story in the book.

5. *Arranging sentences* to show sequence of events in a story.

6. *Selecting titles for paragraphs.*7. *Dramatization* or reproduction of the story.

IV. ESSENTIAL OUTCOMES OF PRIMER WORK<sup>1</sup>

Pupils who have made satisfactory progress should measure up to the following levels of attainment.

1. They should care enough about reading to become engrossed in simple new materials.

2. They should be able to illustrate or to interpret assigned parts of the story, after reading them silently.

3. They should be able to locate and to identify sentences or phrases, which answer direct questions about the stories.

4. They should habitually use the context in attempting to recognize words, and should give some evidence of readiness for analytical methods of self-help.

5. They should be able to read and to respond to questions and directions, in which the primer content and vocabulary are used.

6. They should observe and respond to bulletins, notices and other incidental uses of reading in their environment.

7. They should know how to study pictures, to learn what the story is about and how it develops.

8. In their oral reading, they should indicate by phrasing that they are attending to successive units of meaning, instead of puzzling out words or recognizing them one by one.

9. They should be able to select satisfactory stopping points when reading primer stories orally.

10. They should know how to open their books, and turn to any given page without damaging the pages.

11. They should be able to keep the place without a marker, and without pointing to the words with their fingers.

12. They should know how to use page numbers in the table of contents, and how to find any story without leafing about aimlessly, or turning pages in the wrong direction.

13. They should have a sight vocabulary of at least 250 words, selected from those which have been most frequently used in their own reading experience.

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<sup>1</sup> From *The Classroom Teacher*, by M. B. Hillegass and T. H. Briggs, Vol. II, page 134.



## CHAPTER XXVI

### PROCEDURES WITH NON-ENGLISH BEGINNERS

Due to the concentration of non-English population in certain areas, there will be districts where many children will begin their school life without knowing a single word of English. The purpose of this chapter is to suggest types of procedure whereby this set of readers may be used successfully in teaching foreign-speaking children to read.

While not specifically designed for such children, the *Jerry and Jane* primer is by its very nature well adapted for use with non-English children. In the first place its vocabulary burden is not extensive; the majority of the words in it stand for objects, actions and ideas which are current in equivalent forms in the language of children of all lands. In the second place its subject matter is based on the interests, activities and experiences of children, which are much the same among all nationalities. In the third place the Mother Goose rhymes and folk tales, which are distinctively English and which do not strike a responsive note with foreign children, occupy a minor place in the *Jerry and Jane* primer.

#### I. ORAL LANGUAGE LESSONS COME FIRST

The most important single ability that can be acquired by a foreign child in this country is the ability to speak English and to understand spoken English. The ability to read and write English is of secondary importance and of later growth. If foreign-speaking children are rushed into reading word-forms and units before a sound basis of oral English is properly established, the result is a staccato calling of words without any understanding whatever of the meaning of what is being read.

For these reasons considerable oral language work must precede the reading activities. In the opinion of many teachers this initial period of language acquisition, which may be spoken of as a *pre-reading period*, should continue until the pupils have acquired the ability to speak and understand the meaning of approximately one hundred English words.

## II. THE PRE-READING VOCABULARY

The vocabulary which is to serve as a basis for this pre-reading period should be selected by means of these criteria:

(1) Utility, as indicated by the activities, interests, experiences, and needs of the children at home and in the school.

(2) Relation to the vocabulary of the basal primer.

(3) Frequency of occurrence as shown by some standard word-list for primary grades.

Since the play activities of children are often based upon the occupations of their parents, and since these occupations vary considerably in different parts of the country, it will be evident that words selected on the basis of *utility* will vary somewhat in different districts.

A basic list of one hundred words around which the pre-reading language lessons were to be organized was drawn up in 1928 for use with Russian children in British Columbia. A supplementary list of fifty words was added, in case any teacher should find the basic list scanty or inadequate. Words in these lists which also occur in the *Jerry and Jane* primer are marked by a dash. Since seventy-six of the words in the basic list occur in the primer, and two others occur in a slightly different form, it will be evident at once that oral language lessons based upon this list will lead directly to the work of the primer. In the supplementary list all but ten words occur in *Jerry and Jane*.

## 100 BASIC WORDS FOR NON-ENGLISH CHILDREN

-come	-put	-thank	-window
sit	-draw	count	-table
stand	-color	-is	-chair
-bring	-read	-am	desk
-go	tell	-are	-seat
-walk	-say	-has	-book
-run	-do	-have	pencil
-play	-make	-can	bell
-give	-see	-door	blackboard
-home	-Good morning	-yes	-under
-boy	Good-bye	-I	-with
-girl	-big	-he	-one
-children	-little	-she	-two
-man	-pretty	-you	-three
woman	-good	-we	-four
head	bad	-it	-five
hand	-many	-me	-six
foot	-red	-my	seven

eye	-white	-this	eight
hat	-blue	-your	nine
cap	-black	-to	ten
coat	-a	-in	-who
-dress	-the	-on	-what
shoe	-no	-at	-where
-name	-not	-by	-and

## SUPPLEMENTARY LIST OF 50 WORDS

hop	-had	-ear	old
skip	-house	-nose	new
jump	-tree	hair	-that
-eat	-bed	arm	-his
-drink	-baby	-dog	-her
-get	-picture	-cat	-him
-look	-father	-cow	-up
-was	-mother	-horse	-down
-were	-doll	-hen	-out
-sleep	ball	duck	-into
March	-box	-bread	-of
-did	-milk	-water	-for
-made	-lunch		

These lists do not include much of what is called "subjective language." Commending the attempts of pupils by using such expressions as: "Good." "Right." "That is right." "That is good." not only enlarges the vocabulary of the pupils but also stimulates them to renewed efforts.

## III. WHICH WORDS FIRST

Confronted with a list of 100 or 150 words as a basis for the pre-reading language lessons, the teacher asks herself, "Which words shall I teach first?" Almost all authorities agree that action verbs, *come, sit, stand, walk, bring, etc.*, should be taught in the first few days. They are essential for the organization and management of the class. They are easily explained by dramatization, by gestures, or by pictures, now easily obtainable, of children performing actions. Nouns which are the names of common objects in the classroom: *door, window, table, chair, desk, etc.*, are next in importance and are easily taught in connection with action verbs. Names of objects not available in the classroom are readily taught by pictures or diagrams. Adjectives are introduced somewhat later by exhibiting objects which possess the qualities mentioned. Contrasting adjectives like *big* and *little*, *white* and *black*, *old* and *new*, are easily taught together. Prepositions are not introduced until pupils know a number of nouns. Some prepositions are taught by contrast,

as “*on* the table,” “*under* the table.” Others are readily understood from the context when used with known words, as in “I play *with* a ball.” Adverbs are first taught by relating then to action verbs, as in “I walk *fast*.” A number of words such as pronouns, copula verbs, interrogative forms, etc., can be learned from context clues, as in: “Jane *is* a girl.” “This is *my* doll.”

The New York Syllabus (Supplement A), suggests the use of any or all of the following devices to transmit to the mind of the child the meaning of each word: (1) Dramatization, by action, gesture, play of features or inflection of voice. (2) Use of objects. (3) Use of pictures, silhouettes, drawings, etc.



Teachers of non-English children usually display in the classroom a great many *vocabulary cards*. Such a card is usually about six by nine inches in size and shows a drawing or cut-out picture of, say, a boy, with the word *boy* printed below in letters about one inch high. The pictures are often obtained by cutting them out of old magazines or catalogues, and are then pasted on the card. The common action verbs are either illustrated on single cards, one word to a card, or they may be shown on a large chart which illustrates a dozen or more words. The pictures on such a chart are often merely the “skeleton men” or “stick men” known to every teacher, or they may be drawings in line or silhouette of boys and girls performing the actions. Drawings of the kind required may

be made by the teacher or they may be procured from publishers of teachers' helps. A number chart, showing the number-pictures in domino form, the numerals 1 to 3 or 1 to 5 (later 1 to 10) and the words *one, two, three*, etc., should also be made. A colour chart, showing the words *red, blue, black* and *white*, should also be made ready for the opening day. All these aids to instruction, in fact, should be prepared before the opening day of school. Everything possible should be done to make the little foreign fellow's first impression of his school one of interest and delight. Such pictures have the added value of helping the child to acquire his basic English vocabulary as quickly as possible.

#### IV. ORAL LANGUAGE PROCEDURES

The procedures used in teaching English to foreign-speaking children are much the same as those used in the *modern* classroom where English-speaking children are learning a foreign language. The word *modern* implies that a translation method, whereby the pupils learn to read a new language but not to speak it, will be worse than useless with young children. The method must be *direct*, that is, from the very beginning all the language instruction without exception is carried on in the new language, in this case the English language. This method emphasizes oral speech forms, not written ones. The meaning of each speech-form must be made clear to the child by action, gesture and illustration, so that understanding and utterance go hand in hand. Reading and writing follow only when the child has acquired some facility in using the speech units orally.

The most natural and effective procedure in teaching spoken English is that based upon conversation between teacher and pupils. The conversation at first will be somewhat formal and will concern the activities and objects of the school. Later it will extend to activities and experiences outside the school. In the beginning the pupils' share in the conversation is largely that of imitating the teacher's words and sentences, *in concert* first to develop self-confidence in using the new forms of expression, and later individually. Little by little the pupils are encouraged to contribute responses of their own drawn from sentences previously learned. Constant and frequent repetition of the English responses are necessary to give facility and confidence. It cannot be urged too strongly that the pupils' participation in the oral lessons must necessarily be large. *Children learn to speak English by speaking English.*



As the pupils advance in their knowledge of the new language, many of the simpler action songs and games are taught. Children enjoy these activities and derive excellent practice in the forms of English speech. Such songs as: "I put my right hand in, etc.," and "This is the way I walk with you, etc.," are especially good.

The language games now so commonly used in the ordinary classroom are indispensable in working with foreign children. These games have found much favor with teachers when used to habituate certain patterns of speech. The following example will illustrate the form these games take:

*"Is it?" "No, it is not."*

One pupil leaves the room. The teacher and pupils select some object to be *it*. The pupil returns.

PUPIL: "Is it the window?"

CLASS: "No, it is not the window."

PUPIL: "Is it the bell?"

CLASS: "No, it is not the bell."

PUPIL: "Is it the picture?"

CLASS: "Yes, it is the picture."

Another pupil leaves the room, another object is chosen and the game proceeds.

By altering the question, as in "*Was it the chair?*" "*Did you see the chair?*" etc., other speech patterns are taught and habituated.

Most of the modern language texts for junior grades contain numbers of such games.

Many other devices are employed by skilful teachers to give varied practice in oral English. Some of these are:

1. Obeying directions; e.g., "Open your book." The pupils perform the act and say: "I open my book."

2. Question and answer; e.g., "What did you eat for lunch?" "I had bread and jam for lunch."

3. Identifying objects; e.g., "What is this?" The pupils answer: "This is a bell." "This is a cap." "That is a pencil."

4. Picture lessons with question and answer; e.g., "What is the boy doing?" "Why is the dog running?"

5. Reading aloud by the teacher of selections from a story primer, followed by questions and answers on the content.

6. Asking pupils to give sentences using spoken words to show that the meaning of the words is understood.



## THE FIRST LESSONS ARE MOST DIFFICULT

The greatest difficulty confronting the teacher of foreign children is that of how to begin. Usually the problem will be simplified by having some children in the room with some slight knowledge of English. In the extreme case where none of the pupils has any knowledge of English, the teacher has to rely at first upon the language of smiles and signs, which is universal. By using gestures and signs she teaches the pupils to make the proper action-response when she says: "Come to me." "Stand." "Sit down." "Stand, Mike." "Sit down, Mary." Quite a difficult step is that of getting the pupils to repeat the words of the teacher as they imitate her actions. For example, the teacher walks to the door, saying as she does so, "I walk to the door." Then she gives an order, "Mary, walk to the door." Mary walks to the door. The teacher asks, "What do you do, Mary?" Mary is expected to answer, "I walk to the door." If Mary does not give the expected response, another pupil is tried. When the children understand the word *say*, as in "Say: I walk to the door," the most difficult task has been accomplished.

## V. PRE-READING ACTIVITIES

The pre-reading programme will borrow much from the kindergarten idea. Numerous activities of a non-reading type are necessary—things for children either alone or in groups, to do with their hands. The play-house; the sand-table farm with its buildings and animals; modelling with clay; the drawing, coloring, cutting and mounting of pictures; the making of booklets filled with cut-outs of objects, from illustrated catalogues, to which labels are later attached; building with blocks, etc., are only a few of the activities that will help to make the days rich with vivid experiences. From these activities will come worth-while motives and opportunities for natural conversation, questions, answers, discussion, comparison and evaluation, thus giving meaning and social value to the language forms thereby acquired.

Since the "toy-shop approach" is the one used in *Jerry and Jane*, any activities carried on in the classroom with toys will be especially effective in preparing for this primer. Names of the toys themselves, together with a multitude of related words, will be learned by the pupils as they play with and manipulate the toys under the guidance and direction of the teacher. From

the doll we can develop the words: *baby, head, hair, eye, nose, face, ear, arm, hand, finger, leg, foot, toe, dress, shoe, hat; one nose, one dress, two eyes, two ears, two arms, etc., etc., red hat, blue dress, black shoes, etc., lie down, stand up, walk, cry, etc.* From the words thus learned sentences can be made, questions can be asked to be answered by sentences, and much incidental language practice may be secured.

In these days of aggressive advertising, the pages of old magazines will provide many pictures which will be most useful as "pegs" on which to hang oral language lessons. Pictures in which people and preferably children are carrying on some familiar activity are the best. It is wise for teachers of foreign children to make a collection of such pictures, so that they will be ready at hand when needed. Lessons based on these pictures require careful planning; a mere "language lesson based upon a picture" will fail here. The picture must be chosen for its utility in teaching *a certain group of words*, and the responses must be conditioned in such a way that these words will be used over and over again.

## VI. THE BEGINNING IN READING

It should not be assumed from the foregoing that the teaching of reading is to be delayed arbitrarily until the pupils have mastered a vocabulary of one hundred words. On the other hand, the instruction in reading may begin as soon as the pupils have acquired enough English to understand the teacher's directions regarding movements about the room and the objects in it. The pre-reading period will thus overlap the pre-primer period. An early introduction of reading will help pupils to learn their oral English by multiplying the mental associations. Many teachers contend, however, that reading is usually introduced too early rather than too late when dealing with non-English children.

The pivotal point is that in the first few weeks *all vocabulary must be developed orally and must become meaningful before the same vocabulary is encountered in the reading process.* The evidences of "reading readiness," as outlined on page 13 of this Manual, apply with equal force to foreign-speaking children. When the child manifests these signs of "readiness," and has a vocabulary sufficiently large and meaningful to enable him to talk fairly freely about the objects and activities of his experience, he is ready to enter upon his pre-primer work.

## VII. READING AS AN AID IN ACQUIRING LANGUAGE

In teaching English-speaking children, the teacher will use the reading unit as a basis for much incidental oral language practice. In dealing with non-English children this phase of the procedure receives special emphasis, in the blackboard unit which precedes the lesson, in the lesson itself, and in any additional drill and review work which may follow the lesson. Repetition of the oral reading in concert and individually again and again is essential. The teacher must constantly remind herself *that the ability to speak English is more important to a child of this type than the ability to read English*. The reading lessons, as far as the foreign-speaking child is concerned, are not merely lessons in learning to read; *they are patterns of the new language* that he is learning. His oral reading of a unit will test both his ability to grasp the thought and meaning of the unit, and also his ability to form and pronounce the English words correctly.

## VIII. PHONICS WITH NON-ENGLISH CHILDREN

In the ordinary classroom, Phonics are taught principally to aid the child to acquire new words independently. In dealing with non-English children, the use of phonic drills to correct errors in pronunciation becomes extremely important. When acquiring English each nationality has its own particular difficulties in pronunciation. Lack of space prevents listing them here. It is desirable that the correct pronunciations be secured as closely as possible from the start. To say to a child, "Do not say 'de man in de moon.' Say, 'the man in the moon.'" will not suffice. The teacher must study the position and movement of the organs of speech in making each difficult sound, and must show the child how to place and move the organs in making the sound correctly. Then continued practice must follow until the correct pronunciation of the sound becomes habituated. The phonic lessons thus become, to a large extent, corrective exercises in pronunciation.

As each word is taught the teacher's pronunciation of it will, at first, be deliberate, so that the pupils will *hear* it correctly. Thereafter the word or speech-form is uttered at an ordinary but not hurried rate, lest the pupils acquire a stilted and staccato habit of speech.

## IX. THE TEACHER OF NON-ENGLISH CHILDREN

The teaching of non-English children is a specialized occupation. To be successful in it, the teacher needs some post-normal training of a special type. Personally, she will need to be resourceful and quick to perceive possibilities in children and opportunities in situations. She should possess a clear speaking-voice and should be able to "lead" in singing. Above all, she should have a sympathetic attitude towards the children she serves and her educational philosophy should be free from race prejudice, so that her contacts with her pupils and their parents may fill them with trust for Canadian institutions which she represents.

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## CHAPTER XXVII

### SUGGESTIONS FOR INDIVIDUAL INSTRUCTION IN THE HOME AND IN THE RURAL SCHOOL

The present chapter offers suggestions for the direction of effort in the home and in the rural school, but they must be accepted as suggestions only, since each teacher or parent must have regard to conditions as they arise. Therefore generalizations will be avoided, and there will be given instead an illustration drawn from life. This may suggest a line of procedure.

Some children in Grade IV were telling when they learned to skate, to swim, to play the piano, to knit, and when one rather precocious pupil was asked when she had learned to read she replied, "That is one of the arts that I seem to have acquired almost unconsciously." It was not only true but the sentence was beautifully worded. There are many children who could truthfully give the same answer, but from most of them we can learn nothing since they cannot recall their experience. Here, however, is a typical case. Were a hundred cases given, they too would differ in some particulars. Generalization is as impossible as it is undesirable.

The little lad was just a few months over six years of age. His home was in the country but he came along with his mother to live for a time in the city. Every day he came to visit his uncle, whose business was teaching. One night, observing his uncle smiling as he read, he said, "Uncle, will you teach me to read?" The uncle said, "Certainly! Look at this book I am reading. It tells about a man, a cow and a horse." That mark, or word, is *man*, that is *cow*, that is *horse*. Now you know three words. You had better go and tell your mother." So off he ran, proud of his power, and in a minute was back, saying, "Will you teach me some more words?" "Certainly!" said the uncle, and he gave him five additional words, saying, "Now, go and tell your mother!" It is easy to understand what occurred. He was confused, but not discouraged. Back he came with a poser. "Uncle! how do you remember all those words?" Now whether the uncle was wise or unwise does not signify. He said, "I don't



remember them at all." "Then how do you know them?" "Oh, I make them out or guess them." Then the little lad said, "Teach me how to make them out." So this misguided uncle, disregarding all the wisdom of the pedagogical handbooks, said: "Do you see that word *man*. Now listen while I say it slowly." As he pronounced it he pointed to the successive letters, *m a n*. Like a shot, the boy asked, "Does that say *m*? Does that say *a*? Does that say *n*?" (giving the phonetic values). So off he ran to his mother, saying, "I know *m* and *a* and *n*." Then back again, and his uncle printed on a paper *an*. The boy looked at it and said, "Is that *an*?" Thus to the mother he ran, saying, "I can read! I can read! That's *an*!"

This was the beginning. Next day was introduced the game of finding other words by the aid of new sounds. In less than a week the boy had added a few sight words, and was working at funny sentences, such as, "Uncle has a big nose." "Tommy has a red nose." And so on.

Then came the great adventure. A typewriter came to the house, and for two days it was used morning and afternoon, the boy printing out words and bringing them to his mother and to his uncle. The boy was writing *w e r e*, and he asked his mother, "How do you say it?" (meaning spell it). His mother asked him what he had on his paper. He said, *wr*, but it did not look right to him. From that day he insisted on having every word spelled correctly.

To make a long story short: by combining reading and writing in this way he went on quickly, spending some time with primers that were in the house, some time with picture books, some time with the newspaper. At the end of the year, that is, in four months, he was reading, not very rapidly, but with great appreciation, *Wild Animals I Have Known*. The significant things are that the urge was from within, that he understood the relationship between means and ends, that he was always trying to get or express thought, and that there was no limit as to vocabulary, no special drill on words as words. After the first week he was never letter-conscious or word-conscious. He was always anticipating thought. This made reading a living exercise.

The single case here given is not unusual. It can be duplicated everywhere, and was perhaps as common fifty years ago as to-day. Where there is native ability, a strong desire to read, a little individual assistance coupled with



encouragement, and when the relation of word to sentence, and phonic element to word are clearly grasped by the pupil, progress may be very rapid.

When a pupil is reading he is looking for thought. He must work his way through word-forms to get the thought. The interpretation of words depends upon memory of forms as such, upon power to combine the elements of which they are composed, but perhaps chiefly upon power of inference. This inference is of words from the context, or of words from outstanding letters—particularly the first letters and the upper halves of letters. The most important consideration is not to get a right order for sentence drill, word-drill and phonic drill, but to have the mind of the pupils so interested in thought-getting that inference plays the major part, just as it does in the case of older people. Though for the sake of large classes in school the number of words used in a primer is restricted, each pupil should be encouraged to go beyond the list in his private reading. In the course of the first year at school many children can read a dozen books if these were provided.

—W. A. M.

## CHAPTER XXVIII

### GOOD SPEECH

"Until a child has acquired a certain command of the native language, no other educational development is even possible."—*Report on the Teaching of English in England.*

These Readers aim to develop many skills, but none is more important, or requires more persistent emphasis, than competent oral expression. Special drill should begin as soon as possible in Grade I. *The King's English Drill*, by Rosamond Archibald (Ryerson), is suggested as a suitable handbook for the teacher. In it will be found sufficient material for Grades I-VIII.

The principle of repetition in education is not new, but its present application is fresh and constructive. We do not learn to speak correctly from a grammar, but by speaking with those who know the King's English. Grammar, syntax and rhetoric are deadening subjects in most classrooms. Miss games, sprightly conversations and playlets. We are not Archibald, however, transforms them into drills, competitive concerned here with enriching the language, but in learning how to use the instrument correctly. To do this effectively, the word lists and difficulties must be graded; the exercises must fit into the experiences of the pupils; it must all be a venture in enjoyment in which the correct thing only is said until it becomes a habit. These drills cover the chief casualties in every-day speech. Action and accent are important, but there is no grace or tone that can redeem so ugly an expression as, "It's me!"

The standard of every-day speech in America surely must be the worst in the civilized world. The unmusical huffle, the slurred, strident, ill-bred cackle of most people is hard to bear, but the accompanying vulgarisms make conversation a travesty upon culture. In pioneer days pleasant manners and impeccable speech were not so essential perhaps. To-day everything has changed. We pride ourselves upon our sophistication, but few students out of high school, to say nothing of college, can set down their thoughts clearly, persuasively and correctly, let alone stand up and speak thus.

What is the matter? The enemies of good taste and correct speech are many and insidious, but they are not invincible.

*The King's English Drill* aims to raise the standard of taste by elevating good form. Take such a simple statement as "It is I." At first it will sound unnatural to many children, yet in a few days it may be the unconscious and accepted mode of address. This training of the ear assists the pupil in detecting the "musical meaning" of words, their happy associations, their proper order, and, on the other hand, instinctively to suspect the improper, slovenly and inartistic in all written and spoken English. This drill must be carried on unremittingly, in both school and home, until the King's English is spoken unconsciously.

Good manners consist not so much in social discipline and deportment, the proper manipulation of cutlery and the fan, as in sincerity, simplicity and good breeding. A well-bred man will show it not merely in carriage and speech, but also in the skill with which he is able to place himself in the shoes of another.

How much success in life depends upon these qualities we all know. Personal happiness likewise depends upon them. A feeling of power and security belongs to him who knows that, in any circumstance, he is certain to speak and act correctly. Without these amenities, the arts and letters, statecraft and social intercourse would be almost intolerable. It has been said that admission to the highest circles of British society does not depend upon title or wealth, but that the sign manual of a true aristocrat is the easy grace with which he speaks the mother tongue—the King's English. Language, therefore, is of fundamental importance, and the relationship between grammatical speech and the whole scheme of education, let alone language training, should be obvious to any one.

L. P.











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